

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level F New Readers Press
EALR 1: The student understands and uses a writing process.	
Component 1.1 Prewrites to generate ideas and plan writing.	
<p>1.1.1 Applies more than one strategy for generating ideas and planning writing.</p> <ul style="list-style-type: none"> • Generates ideas prior to organizing them and adjusts prewriting strategies accordingly (e.g., brainstorms a list, selects relevant ideas/details to include in piece of writing). • Maintains a journal or an electronic log to collect and explore ideas; records observations, dialogue, and/or description for later use as a basis for informational or literary writing. • Uses a variety of prewriting strategies (e.g., story mapping, listing, webbing, jotting, outlining, free writing, brainstorming). • Gathers information from a range of resources and uses an organizer to analyze, synthesize, and/or evaluate information to plan writing. 	<p>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</p>
Component 1.2 Produces draft(s).	
<p>1.2.1 Produces multiple drafts.</p> <ul style="list-style-type: none"> • Refers to prewriting plan. • Drafts by hand and/or electronically. • Rereads text and continues drafting over time. • Rereads text, puts it away, and returns to it later. 	<p>SE: pp. 14–16, 17-18, 19, 27–29, 30-31, 32, 40–42, 43-44, 45, 54–56, 57-58, 59, 67–69, 70-71, 72, 78–80, 81-82, 83, 90–92, 93-94, 95</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level F New Readers Press
Component 1.3 Revises to improve text.	
<p>1.3.1 Revises text including changing words, sentences, paragraphs, and ideas.</p> <ul style="list-style-type: none"> • Rereads work several times and has a different focus for each reading (e.g., first reading—adding transitions; second reading—deleting unnecessary details; third reading—identifying areas where evidence is lacking and adding relevant information). • Seeks and considers feedback from adults and peers. • Records feedback using writing group procedure (e.g., records the first four words of each sentence to encourage variation of sentence beginnings). • Evaluates and uses feedback (e.g., “I’ll use the word <i>transformation</i> to improve my word choice.”). • Uses multiple resources regularly to identify needed changes (e.g., writing guide, adult, peer, criteria and/or checklist, thesaurus). 	<p>SE: pp. 17-18, 30-31, 43-44, 57-58, 70-71, 81-82, 93-94 TG: pp. 7, 10, 14, 15</p>
Component 1.4 Edits text.	
<p>1.4.1 Applies understanding of editing appropriate for grade level.</p> <ul style="list-style-type: none"> • Identifies and corrects errors in conventions. • Uses multiple resources regularly (e.g., dictionary, peer, adult, available technology, writing/style guide, textbook). • Proofreads final draft for errors. 	<p>SE: pp. 18, 31, 44, 58, 71, 82, 94 TG: pp. 8, 9, 10, 12, 14, 15, 16</p>

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Component 1.5 Publishes text to share with audience.	
<p>1.5.1 Publishes in a format that is appropriate for specific audiences and purposes.</p> <ul style="list-style-type: none"> • Selects from a variety of publishing options (e.g., trifold display, brochure, informational posters). • Publishes using a range of graphics and illustrative material (e.g., photos, charts, graphs, diagrams, maps). • Publishes material in appropriate form (e.g., slide show) and format (e.g., slide layout, color, font, keywords and phrases instead of whole sentences) for visual and dramatic presentations. • Uses different available technologies to produce a finished product (e.g., word processor, spreadsheets, multimedia). 	
Component 1.6 Adjusts writing process as necessary.	
<p>1.6.1 Applies understanding of the recursive nature of writing process.</p> <ul style="list-style-type: none"> • Revises at any stage of process. • Edits as needed at any stage. 	
<p>1.6.2 Uses collaborative skills to adapt writing process.</p> <ul style="list-style-type: none"> • Delegates parts of writing process to team members (e.g., during prewriting, one team member gathers Internet information while another uses the library periodicals). • Collaborates on drafting, revising, and editing. • Collaborates on final layout and publishing/presenting. 	

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<p>1.6.3 Uses knowledge of time constraints to adjust writing process.</p> <ul style="list-style-type: none"> • Writes for both on-demand and extended writing projects. • Writes to meet a deadline. • Adjusts the number of drafts to compensate for time allotted. • Adapts amount of time spent prewriting in response to on-demand prompt. • Creates a management timeline, flow chart, or action plan for written projects (e.g., research paper). • Increases time for prewriting, drafting, revising, and editing, while working for clarity and effective presentation. 	
<p>EALR 2: The student writes in a variety of forms for different audiences and purposes.</p>	
<p>Component 2.1 Adapts writing for a variety of audiences.</p>	
<p>2.1.1 Applies understanding of multiple and varied audiences to write effectively.</p> <ul style="list-style-type: none"> • Identifies an intended audience. • Identifies and includes information audience needs to know (e.g., defines scientific terms, makes no assumptions about audience's prior knowledge). • Identifies audience's interest and knowledge of topic to determine emphasis. • Anticipates readers' questions and writes accordingly. 	<p>SE: pp. 9, 21, 35, 49, 61, 74, 85</p>

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Component 2.2 Writes for different purposes.	
<p>2.2.1 Demonstrates understanding of different purposes for writing.</p> <ul style="list-style-type: none"> • Writes to pursue a personal interest, to explain, or to persuade. • Writes to analyze informational and literary texts (e.g., explains the results of a character’s actions; explains the steps in a scientific investigation). • Writes to learn (e.g., science notebooks, math logs, reading response journal, reflection and self-assessment). • Writes for more than one purpose using the same form (e.g., uses a poem to persuade, to tell a story, or to entertain). • Includes more than one mode within a piece to address purpose (e.g., descriptive details or a narrative anecdote used as an example within an explanation). 	<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>

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Component 2.3 Writes in a variety of forms/genres.	
<p>2.3.1 Uses a variety of forms/genres.</p> <ul style="list-style-type: none"> • Includes more than one form/genre in a single piece (e.g., a report about global issues that includes captions with pictures, charts/graphs, and a journal excerpt). • Maintains a log or portfolio to track variety of forms/genres used. • Produces a variety of new forms/genres. Examples: <ul style="list-style-type: none"> – persuasive essays – narrative essays – biographies – literary analyses (e.g., explains about character or main idea) – research reports – business letters – lab reports – quatrains 	<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>

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Component 2.4 Writes for career applications.	
<p>2.4.1 Produces documents used in a career setting.</p> <ul style="list-style-type: none"> • Collaborates with peers on long-term writing projects (e.g., class newspaper). • Writes in forms associated with specific tasks or careers (e.g., application for student body office, presentation software as a visual aid). • Selects and synthesizes information from technical and job-related documents for inclusion in writing (e.g., report that includes data/information derived from charts or graphs). 	

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EALR 3: The student writes clearly and effectively.	
Component 3.1 Develops ideas and organizes writing.	
<p>3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <ul style="list-style-type: none"> • Narrows topic with controlling idea (e.g., thesis statement or sentence that states the narrowed topic—"The ancient Romans contributed to technology in many ways."). • Selects details relevant to the topic to extend ideas and develop elaboration (e.g., multiple examples, anecdotes, statistics). • Uses personal experiences, observations, and research to support opinions and ideas (e.g., data relevant to the topic to support conclusions in mathematics, science, social studies, and literature; appropriate anecdotes to explain or persuade). • Varies method of developing character (e.g., how the character looks, talks, acts, and thinks) and setting (e.g., develops setting as character changes location) in narratives. 	<p>SE: pp. 6, 10–12, 22–25, 36–38, 50–52, 63–65, 75–76, 86–87 TG: p. 13</p>

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<p>3.1.2 Uses an effective organizational structure.</p> <ul style="list-style-type: none"> • Writes unified, cohesive paragraphs (e.g., topic sentence with logically presented details; spatial order; chronological order). • Constructs an introduction using varying approaches (e.g., question, statistics/interesting facts, brief history). • Constructs an ending/conclusion that goes beyond a repetition of the introduction (e.g., a summary, an interesting fact, echo from the beginning of the piece). • Varies leads, endings, and types of conflicts in narratives. • Sequences ideas and uses transitions to link events, reasons, facts, and opinions (e.g., degree transitions, such as most important and least important, within and between paragraphs). • Organizes clearly: <ul style="list-style-type: none"> – explanations (e.g., cause and effect, point-by-point comparisons) – persuasion (e.g., least to most important arguments) – narratives (e.g., flashback) – poetry (e.g., stanzas/chorus) 	<p>SE: pp. 13, 14–16, 26, 27–29, 39, 40–42, 53, 54–56, 66, 67–69, 77, 78–80, 89, 90–92</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level F New Readers Press
Component 3.2 Uses appropriate style.	
<p>3.2.1 Applies understanding that different audiences and purposes affect writer’s voice.</p> <ul style="list-style-type: none"> • Writes with a clearly defined voice appropriate to the audience. • Writes in appropriate and consistent voice in narrative, informational, and persuasive writing (e.g., informal vs. formal voice). • Writes expository text using either first or third person. • Supports a position in persuasive text from first-person to third-person point of view (e.g., I think vanilla ice cream is the best; According to an expert, vanilla ice cream is the best.). • Writes in a character’s voice (e.g., retells a story using the point of view and voice of a character in the story; explains a historic event in the voice of a participant in that event). 	SE: pp. 9, 21, 35, 49, 61, 74, 85
<p>3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.</p> <ul style="list-style-type: none"> • Selects and uses precise and specialized language in content writing (e.g., <i>hypothesis</i> in both science and social studies, <i>hydration</i> in health and fitness). • Selects and uses persuasive techniques (e.g., testimonials, bandwagon). • Selects and uses literary devices (e.g., simile, metaphor, and personification). • Selects and uses poetic devices (e.g., repetition, rhythm, rhyme schemes). • Searches for alternatives to commonly used words, particularly in persuasive writing and poetry. 	SE: pp. 28, 41, 46–59, 73–83, 90 TG: pp. 11, 14

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Component 3.2 Uses appropriate style.	
3.2.3 Uses a variety of sentences. <ul style="list-style-type: none"> • Writes a variety of sentence lengths. • Writes a variety of sentence structures (e.g., uses phrases and clauses: “In the beginning, I liked ice cream. That summer, after working at the store, I didn’t want to eat ice cream again.”). • Uses rhythm and cadence in sentences and lines to influence meaning in prose and poetry (e.g., “The drums / beat on and on and on.”). 	SE: pp. 15, 68, 79
Component 3.3 Knows and applies writing conventions appropriate for the grade level.	
3.3.1 Uses legible handwriting. <ul style="list-style-type: none"> • Produces readable printing or cursive handwriting (e.g., size, spacing, formation, uppercase and lowercase). 	
3.3.2 Spells accurately in final draft. <ul style="list-style-type: none"> • Uses spelling rules and patterns from previous grades. • Uses multiple strategies to spell. Examples: <ul style="list-style-type: none"> – visual patterns (e.g., <i>tough/enough/rough</i>, <i>right/night</i>) – homophones (e.g., <i>read</i> and <i>reed</i>) – affixes (e.g., <i>in-</i>, <i>im-</i>, <i>-spect</i>, <i>-fer</i>) – roots (e.g., <i>biology</i>, <i>telegraph</i>) • Uses resources to correct own spelling. 	
3.3.3 Applies capitalization rules. <ul style="list-style-type: none"> • Uses capitalization rules from previous grades. • Capitalizes languages, races, nationalities, and religions correctly. • Uses resources to correct capitalization. 	

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<p>3.3.4 Applies punctuation rules.</p> <ul style="list-style-type: none"> • Uses punctuation rules from previous grades. • Uses commas in appositives (e.g., Bob, the dog, was fun.). • Uses commas to set off direct address (e.g., “Mom, may I go to the movies?”). • Uses apostrophe to show quotation within a quotation in dialogue (e.g., He said, “Mom said, ‘Clean your room.’”). • Uses parenthesis correctly (e.g., “A hypothesis (prediction) is a critical component of a scientific investigation.”). • Uses a semi-colon between two independent clauses connected by a conjunctive adverb (e.g., I studied late into the night; consequently, I passed the test.). • Uses resources to check punctuation. 	
<p>3.3.5 Applies usage rules.</p> <ul style="list-style-type: none"> • Applies usage rules from previous grades. • Shows agreement of pronoun and its referent (e.g., A person needs his or her own space.). • Maintains consistent person. • Uses parallel construction when listing verbs particularly in informational and technical writing. <ul style="list-style-type: none"> – parallel: A scientist observes, hypothesizes, and analyzes. – not parallel: A scientist observes, hypothesized, and analyzed. • Uses resources to check usage. 	<p>SE: p. 41 TG: p. 7</p>
<p>3.3.6 Uses complete sentences in writing.</p> <ul style="list-style-type: none"> • May use fragments in dialogue as appropriate. 	

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<p>3.3.7 Applies paragraph conventions.</p> <ul style="list-style-type: none"> • Uses paragraph conventions (e.g., designated by indentation or block format, skipping lines between paragraphs). • Provides detailed labeling, captions, headings, and subheadings when appropriate. 	SE: pp. 14, 27, 40, 54, 67, 78, 90
<p>3.3.8 Applies conventional forms for citations.</p> <ul style="list-style-type: none"> • Cites sources according to prescribed format. 	
<p>Component 4.1 Analyzes and evaluates others’ and own writing.</p>	
<p>4.1.1 Analyzes and evaluates writing using established criteria.</p> <ul style="list-style-type: none"> • Identifies aspects of the author’s craft (e.g., sentence variation, voice, word choice). • Identifies persuasive elements in a peer’s writing and critiques the effectiveness (e.g., firm position, statistics as support, persuasive word choice). • Explains accuracy of content and vocabulary for specific curricular areas (e.g., why ancient peoples settled along rivers). 	SE: pp. 46–59, 73–83 TG: pp. 11, 14
<p>4.1.2 Analyzes and evaluates own writing using established criteria.</p> <ul style="list-style-type: none"> • Explains strengths and weaknesses of own writing using criteria (e.g., WASL rubric and anchor papers, checklists, content scoring guides). • Rereads own work for the craft of writing (e.g., sentence openings, sentence variety) as well as the content (e.g., clear and accurate information). • Uses criteria to choose and defend choices for a writing portfolio. • Provides evidence that goals have been met (e.g., selects pieces that demonstrate growth). 	SE: pp. 7, 19, 32, 45, 59, 72, 83, 95 TG: pp. 8-10, 12, 14-16

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Component 4.2 Sets goals for improvement.	
<p>4.2.1 Evaluates and adjusts writing goals using criteria.</p> <ul style="list-style-type: none"> • Evaluates and writes reflection about growth in writing and sets goals to create an improvement plan (e.g., “My word choice needs to improve. I will use more specific words to improve from a 3 to a 4 on the rubric.”). • Monitors and evaluates progress and adjusts goals over time (e.g., “My word choice has improved. Now I have to think about my conclusions.”). • Maintains a written log of goals and a portfolio of work. 	<p>SE: pp. 7, 19, 32, 45, 59, 72, 83, 95 TG: pp. 8-10, 12, 14-16</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level G New Readers Press
EALR 1: The student understands and uses a writing process.	
Component 1.1 Prewrites to generate ideas and plan writing.	
<p>1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.</p> <ul style="list-style-type: none"> • Generates ideas prior to organizing them and adjusts prewriting strategies accordingly (e.g., brainstorms list, then creates graphic organizer—electronically or handwritten). • Maintains a log or journal to collect and explore ideas; records observations, dialogues, and/or descriptions for later use as a basis for informational, persuasive, or literary writing. • Uses a variety of prewriting strategies (e.g., story mapping, listing, webbing, jotting, outlining, free writing, brainstorming). • Gathers and paraphrases information from a variety of resources (e.g., interviews, multimedia, periodicals) and chooses and organizer to analyze, synthesize, and/or evaluate information to plan writing. • Explains purpose and selects effective form at prewriting stage. 	<p>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</p>
Component 1.2 Produces draft(s).	
<p>1.2.1 Analyzes task and composes multiple drafts when appropriate.</p> <ul style="list-style-type: none"> • Refers to prewriting plan. • Drafts according to audience, purpose, and time. • Drafts by hand and/or electronically. • Rereads text and decides to continue draft or to start a new draft. 	<p>SE: pp. 15–16, 17-18, 19, 27–29, 30-31, 32, 39–41, 42-43, 44, 53–55, 56-57, 58, 66–68, 69-70, 71, 78–80, 81-82, 83, 90–92, 93-94, 95 TG: pp. 7, 10, 15</p>

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Component 1.3 Revises to improve text.	
<p>1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas.</p> <ul style="list-style-type: none"> • Uses effective revision tools or strategies (e.g., reading draft out loud, checking sentence beginnings, expanding sentences, using an electronic or other thesaurus). • Rereads work several times and has a different focus for each reading (e.g., first reading—changing words to improve clarity; second reading—substituting more effective persuasive language; third reading—adding specific examples to support claim). • Seeks and considers feedback from a variety of sources (e.g., adults, peers, community members, response groups). • Records feedback using writing group procedure (e.g., partner reads writer’s work aloud, and writer notes possible revision). • Evaluates feedback and justifies the choice to use feedback (e.g., “I chose to change the word <i>things</i> because my group said it was confusing.”). • Uses multiple resources regularly to identify needed changes (e.g., writing guide, checklist, criteria, adult, peer). 	<p>SE: pp. 17–18, 30–31, 42–43, 56–57, 69–70, 81–82, 93–94 TG: pp. 8, 9, 11, 13</p>

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Component 1.4 Edits text.	
1.4.1 Edits for conventions. <ul style="list-style-type: none"> • Identifies and corrects errors in conventions. • Uses appropriate references and resources (e.g., dictionary, writing/style guide, electronic spelling and grammar check, conventions checklist, adult, peer). • Proofreads final draft for errors. 	SE: pp. 19, 32, 44, 58, 71, 83, 95
Component 1.5 Publishes text to share with audience.	
1.5.1 Publishes in formats that are appropriate for specific audiences and purposes. <ul style="list-style-type: none"> • Selects from a variety of publishing options keeping in mind audience and purpose (e.g., school newspaper, bulletin board, contest). • Publishes using a range of graphics and illustrative material (e.g., photos, charts, graphs, tables, diagrams, cartoons). • Publishes material in appropriate form (e.g., slide show, brochure, postcard) and format (e.g., colors, font, key words and phrases instead of sentences) for visual and dramatic presentations (e.g., readers' theater script). • Uses different available technologies to produce, design, and publish a finished product (e.g., word processor, photo software, presentation software, publishing software). 	

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Component 1.6 Adjusts writing process as necessary.	
1.6.1 Applies understanding of the recursive nature of writing process. <ul style="list-style-type: none"> • Revises at any stage of process. • Edits as needed at any stage. 	
1.6.2 Uses collaborative skills in adapting writing process. <ul style="list-style-type: none"> • Delegates parts of writing process to team members (e.g., one member may interview; another may collect information from other resources). • Collaborates on drafting, revising, and editing. • Collaborates on final layout and publishing/presenting (e.g., travel brochure). 	
1.6.3 Uses knowledge of time constraints to adjust writing process. <ul style="list-style-type: none"> • Adjusts the number of drafts to compensate for time allotted (e.g., on-demand, in-class writing or multi-week projects). • Writes to meet a deadline. • Adapts amount of time spent on prewriting in response to on-demand prompt. • Creates a management timeline for written projects (e.g., portfolios, research papers, I-Search papers). • Increases time for prewriting, drafting, revising, and editing when working on longer written projects (e.g., portfolios). 	

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level G New Readers Press
EALR 2: The student writes in a variety of forms for different audiences and purposes.	
Component 2.1 Adapts writing for a variety of audiences.	
<p>2.1.1 Applies understanding of multiple and varied audiences to write effectively.</p> <ul style="list-style-type: none"> • Identifies an intended audience. • Identifies and includes information and uses appropriate language for a specific audience (e.g., defines technical or content-specific terms or jargon). • Describes audience’s interest and knowledge of topic to determine emphasis. • Anticipates readers’ questions and writes accordingly. 	<p>SE: pp. 9, 21, 34, 48, 60, 73, 85</p>

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Component 2.2 Writes for different purposes.	
<p>2.2.1 Demonstrates understanding of different purposes for writing.</p> <ul style="list-style-type: none"> • Writes to pursue a personal interest, to explain, to persuade, to inform, and to entertain for a specified audience (e.g., writes to persuade classmates about a position on required school uniforms, includes narratives/poetry in portfolio). • Writes for self expression. • Writes to analyze informational and literary texts. • Writes to learn (double-entry journal in math, social studies, or science; letter to teacher assessing own work; reflection). • Writes for more than one purpose using the same form (e.g., a script used to entertain, to persuade, or to inform). • Includes more than one mode within a piece to address purpose (e.g., narrative anecdote as an introduction to a persuasive piece of writing). 	<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>

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Component 2.3 Writes in a variety of forms/genres.	
<p>2.3.1 Uses a variety of forms/genres.</p> <ul style="list-style-type: none"> • Includes more than one form/genre in a single piece (e.g., a research paper about a local issue that includes caption with pictures, charts, and graphs, and interviews). • Maintains a log or portfolio to track variety of forms/genres used. • Produces a variety of new forms/genres. Examples: <ul style="list-style-type: none"> – oral histories – fictional journal entries – film and drama reviews – compare/contrast essays – letter to the editor – brochures – web pages – ballads 	<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>
Component 2.4 Writes for career applications.	
<p>2.4.1 Produces documents used in a career setting.</p> <ul style="list-style-type: none"> • Collaborates with peers on long-term team writing projects (e.g., yearbook, literary magazine). • Writes in forms associated with specific tasks or careers (e.g., class office resume, persuasive letter requesting school funds). • Selects and synthesizes information from technical documents for inclusion in writing (e.g., report that includes data/information derived from charts or graphs). 	

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EALR 3: The student writes clearly and effectively.	
Component 3.1 Develops ideas and organizes writing.	
<p>3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <ul style="list-style-type: none"> • Presents a central idea, theme, and manageable thesis while maintaining a consistent focus (e.g., narrows the topic, uses an essential question to guide research and maintain focus). • Selects details relevant to the topic to extend ideas and develop elaboration (e.g., multiple examples, statistics, anecdotes, reasons). • Uses personal experiences, observations, and/or research to support opinions and ideas (e.g., relevant data to support conclusions in math, science, social studies; personal knowledge of an illness to persuade the audience that water pollution is dangerous). • Varies method of developing character (e.g., how the character acts, talks, thinks, and looks), setting (e.g., through the character’s point of view), and plot in narratives. 	<p>SE: pp. 6, 10–13, 22–25, 35–37, 49–51, 61–64, 74–76, 86–88 TG: p. 13</p>

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<p>3.1.2 Analyzes and selects an effective organizational structure.</p> <ul style="list-style-type: none"> • Writes unified, cohesive paragraphs (e.g., supporting examples in order of importance, paragraph topic connected by transitions). • Composes an engaging introduction (e.g., meaningful rhetorical question, interesting facts, relevant anecdote). • Composes an ending/conclusion that is more than a repetition of the introduction (e.g., a re-connection to reader, a call for action, a statement of significance). • Uses transitions to show relationships among ideas (e.g., if ... then, cause/effect, either ... or, meanwhile). • Uses effective organizational patterns as determined by purpose: <ul style="list-style-type: none"> – explanations (e.g., cause and effect) – comparisons (e.g., point-by-point, similarities and then differences) – persuasion (e.g., least to most important arguments) – narratives (e.g., flashback, cliffhanger ending) – poetry (e.g., stanzas/chorus, repetition, rhythm, rhyme scheme, line breaks) 	<p>SE: pp. 14, 15–16, 26, 27–29, 38, 39–41, 52, 53–55, 65, 66–68, 77, 78–80, 89, 90–92 TG: pp. 7, 10, 15</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level G New Readers Press
Component 3.2 Uses appropriate style.	
<p>3.2.1 Applies understanding that different audiences and purposes affect writer’s voice.</p> <ul style="list-style-type: none"> • Writes with a clearly defined voice appropriate to the audience. • Writes in appropriate and consistent voice in narrative, informational, and persuasive writing (e.g., humorous, informal, and knowledgeable voice). • Writes from more than one point of view or perspective (e.g., cultural perspective for a character’s viewpoint in history or literature, third person for scientific reports, first or third person for persuasive writing). 	SE: pp. 9, 21, 34, 48, 60, 73, 85
<p>3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.</p> <ul style="list-style-type: none"> • Selects and uses precise language to persuade and inform. • Selects and uses precise language in poetic and narrative writing. • Uses the vernacular appropriately. • Selects and uses specialized vocabulary relevant to specific content area (e.g., <i>hypotenuse</i>, <i>quadratic</i>, <i>radius</i>). • Uses persuasive techniques (e.g., direct audience appeal, rhetorical questions). • Uses literary devices (e.g., simile, metaphor, personification). • Uses poetic devices (e.g., repetition, rhythm, rhyme schemes). 	SE: pp. 28, 40, 45–58, 72–83, 91 TG: pp. 11, 13, 14

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level G New Readers Press
Component 3.2 Uses appropriate style.	
<p>3.2.3 Uses a variety of sentences.</p> <ul style="list-style-type: none"> Writes a variety of sentence lengths for effect (e.g., “Up in her bedroom, behind her closed door, the girl stamped her foot in rage, wishing she could go to the picnic. Grounded!”). Writes a variety of sentence structures (e.g., uses appropriate phrases: “The 7th grade teacher, the busiest woman on the staff, still had time for all of her students.”). Uses a variety of line lengths and structures in poetry for effect (e.g., dialogue and ABCB rhyme scheme for a ballad). 	SE: pp. 16, 67, 79
Component 3.3 Knows and applies appropriate grade level writing conventions.	
<p>3.3.1 Uses legible handwriting.</p> <ul style="list-style-type: none"> Produces readable printing or cursive handwriting (e.g., size, spacing, formation, uppercase and lowercase). 	
<p>3.3.2 Spells accurately in final draft.</p> <ul style="list-style-type: none"> Uses spelling rules and patterns from previous grades. Uses multiple strategies to spell. Examples: <ul style="list-style-type: none"> homophones (e.g., <i>principle</i> and <i>principal</i>) affixes (e.g., <i>re-</i>, <i>post-</i>, <i>-ous</i>, <i>-ology</i>) Greek and Latin roots (e.g., <i>telephone</i>, <i>chronologic</i>, <i>distract</i>, <i>persist</i>) frequently misspelled words (e.g., <i>occasion</i>, <i>recommendation</i>, <i>sincerely</i>) Uses resources to correct own spelling. 	

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level G New Readers Press
<p>3.3.3 Applies capitalization rules.</p> <ul style="list-style-type: none"> • Uses capitalization rules from previous grades. • Uses capitals correctly in an outline or list. • Uses consistent capitalization when formatting technical documents. • Uses resources to check capitalization. 	
<p>3.3.4 Applies punctuation rules.</p> <ul style="list-style-type: none"> • Uses punctuation rules from previous grades. • Uses commas to separate an interrupter (e.g., The teacher, however, was not impressed.). • Uses semicolons to separate groups that contain commas (e.g., The Seahawks traveled to Washington, D.C.; New York, NY; and Oakland, CA.). • Uses the hyphen to prevent confusion (e.g., re-elect). • Uses bullets in technical writing when applicable. • Uses resources to check punctuation. 	

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level G New Readers Press
<p>3.3.5 Applies usage rules.</p> <ul style="list-style-type: none"> • Applies usage rules from previous grades. • Uses adverbs vs. adjectives correctly. <ul style="list-style-type: none"> – correct: He ran well in the race. – incorrect: He ran good in the race. • Uses comparative and superlative adjectives correctly. <ul style="list-style-type: none"> – correct: The ruby is harder than the emerald. The diamond is the hardest gem. – incorrect: The diamond is more harder than the ruby. • Uses parallel construction of elements in a list. <ul style="list-style-type: none"> – parallel: The lunchroom was immaculate: napkins in their holders, pop bottles in the recycle container, and trays in place for the next day. – not parallel: The lunchroom was immaculate: napkins were put away, pop bottles in the recycle bins, and neatly stacked trays. • Uses resources to check usage. 	<p>SE: pp. 77, 91, 94 TG: pp. 9, 10, 16</p>
<p>3.3.6 Uses complete sentences in writing.</p> <ul style="list-style-type: none"> • May use fragments in dialogue as appropriate. 	
<p>3.3.7 Applies paragraph conventions.</p> <ul style="list-style-type: none"> • Uses paragraph conventions (e.g., designated by indentation or block format, skipping lines between paragraphs). • Uses stanzas and other textual markers (e.g., table of contents, title and subtitle, bullets). 	<p>SE: pp. 15, 27, 39, 53, 66, 78, 90</p>
<p>3.3.8 Applies conventional forms for citations.</p> <ul style="list-style-type: none"> • Cites sources according to prescribed format. 	

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level G New Readers Press
Component 4.1 Analyzes and evaluates others' and own writing.	
<p>4.1.1 Analyzes and evaluates writing using established criteria.</p> <ul style="list-style-type: none"> • Identifies aspects of the author's craft (e.g., point of view, purpose, bias). • Identifies persuasive elements in a peer's writing and critiques the effectiveness (e.g., audience appeal, concession and rebuttal, call to action). • Explains accuracy of content and vocabulary for specific curricular areas (e.g., description of scientific procedure during a class lab). 	<p>SE: pp. 45–58, 59-71, 72–83 TG: pp. 11-12, 13-14, 14-15</p>
<p>4.1.2 Analyzes and evaluates own writing using established criteria.</p> <ul style="list-style-type: none"> • Explains strengths and weaknesses of own writing using criteria (e.g., WASL, classroom-created, or 6-trait rubrics; scoring guides specific to purpose or form of assignment). • Rereads own work for the craft of writing (e.g., point of view, figurative language) as well as the content (e.g., specific and relevant information). • Uses criteria to choose and defend choices for a writing portfolio. • Provides evidence that goals have been met (e.g., selects piece that shows improved introduction technique). 	<p>SE: pp. 7, 19, 32, 44, 58, 71, 83, 95 TG: pp. 8, 9, 11,12, 14, 15, 16</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level G New Readers Press
Component 4.2 Sets goals for improvement.	
<p>4.2.1 Evaluates and adjusts writing goals using criteria.</p> <ul style="list-style-type: none"> Writes reflection about growth in writing and creates an improvement plan (e.g., “In my next persuasive piece, I will include a personal anecdote.” “I will organize my prewrite into a logical plan before drafting.”). Monitors progress and adjusts goals (e.g., “I have three expository essays in my portfolio. I need to include a persuasive piece next trimester.”). Maintains a written log of long-term goals (e.g., “I will write in three or more new genres; I will use more logical evidence to persuade; I will elaborate with personal narrative; I will write to a government official or public personality.”) and a portfolio of work. 	<p>SE: pp. 7, 19, 32, 44, 58, 71, 83, 95 TG: pp. 8, 9, 11, 12, 14, 15, 16</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level H New Readers Press
EALR 1: The student understands and uses a writing process.	
Component 1.1 Prewrites to generate ideas and plan writing.	
<p>1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.</p> <ul style="list-style-type: none"> • Generates ideas prior to organizing them and adjusts prewriting strategies accordingly (e.g., free write, outline, list, T-chart for comparing). • Maintains a log or journal (electronic or handwritten) to collect and explore ideas; records observations, dialogues, and/or descriptions for later use as a basis for informational, persuasive, or literary writing. • Gathers information (e.g., takes notes) from a variety of sources (e.g., Internet, interviews, multimedia, books, periodicals) and chooses an organizer to analyze, synthesize, and evaluate information to plan writing. • Uses prewriting stage to determine purpose, analyze audience, select form, research background information, formulate theme (for narrative writing) or a thesis, and/or organize text. 	<p>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</p>
Component 1.2 Produces draft(s).	
<p>1.2.1 Analyzes task and composes multiple drafts when appropriate.</p> <ul style="list-style-type: none"> • Refers to prewriting plan. • Drafts according to audience, purpose, and time. • Drafts by hand and/or electronically. • Assesses draft and/or feedback, decides if multiple drafts are necessary, and explains decision. 	<p>SE: pp. 14–16, 17–18, 19, 26–28, 29–30, 31, 38–40, 41–42, 43, 50–52, 53–54, 55, 63–65, 66–67, 68, 75–77, 78–79, 80, 87–89, 90–92, 93 TG: pp. 7, 11, 14, 15</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level H New Readers Press
Component 1.3 Revises to improve text.	
<p>1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas.</p> <ul style="list-style-type: none"> • Selects and uses effective revision tools or strategies based on project (e.g., referring to prewriting, checking sentence beginnings, combining sentences, using “cut and paste” word processing functions). • Rereads work several times and has a different focus for each reading (e.g., first reading—looking for a variety of sentence structure and length; second reading—checking for clarity and specific word choice; third reading—checking for layers of elaboration and persuasive language). • Decides if revision is warranted. • Seeks and considers feedback from a variety of sources (e.g., adults, peers, community members, response groups). • Records feedback using writing group procedure (e.g., partner reads writer’s work aloud, and writer notes possible revision). • Evaluates and justifies the choice to use feedback in revisions (e.g., “I don’t want to change this because ...”). • Revises typographic devices (e.g., bullets, numbered lists) to clarify text and to meet requirements of technical writing forms (e.g., lab reports, graphs). • Uses multiple resources regularly to improve text (e.g., writing guide, assignment criteria, peer, adult, electronic or other thesaurus). 	<p>SE: pp. 17–18, 29–30, 41–42, 53–54, 66–67, 78–79, 90–92</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level H New Readers Press
Component 1.4 Edits text.	
<p>1.4.1 Edits for conventions.</p> <ul style="list-style-type: none"> Identifies and corrects errors in conventions. Uses appropriate references and resources (e.g., dictionary, writing/style guide, electronic spelling and grammar check, adult, peer). Edits with a critical eye, often using a self-initiated checklist or editing guide (e.g., conventions or format guidelines). Proofreads final draft for errors. 	<p>SE: pp. 19, 31, 43, 55, 68, 80, 93, 95 TG: pp. 8, 9, 11, 12, 13, 14, 16</p>
Component 1.5 Publishes text to share with audience.	
<p>1.5.1 Publishes in formats that are appropriate for specific audiences and purposes.</p> <ul style="list-style-type: none"> Selects from a variety of publishing options keeping in mind audience and purpose (e.g., e-portfolio, newsletters, contest, school announcement, yearbook). Publishes using a range of graphics and illustrative material (e.g., photos, charts, graphs, tables, time lines, diagrams, cartoons). Publishes material in appropriate form (e.g., multimedia presentation) and format (e.g., photos, graphs, text features). Publishes using visual and dramatic presentations (e.g., skits, interviews). Uses available technological resources to produce, design, and publish a professional-looking final product (e.g., charts, overheads, word processor, photo software, presentation software, publishing software). 	

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level H New Readers Press
Component 1.6 Adjusts writing process as necessary.	
<p>1.6.1 Applies understanding of the recursive nature of writing process.</p> <ul style="list-style-type: none"> • Revises at any stage of process. • Edits as needed at any stage. 	
<p>1.6.2 Uses collaborative skills to adapt writing process.</p> <ul style="list-style-type: none"> • Delegates parts of process to team members (e.g., one team member publishes, one edits, and another presents). • Collaborates on drafting, revising, and editing. • Collaborates on final layout and publishing/presenting (e.g., presentation with slideshow). 	
<p>1.6.3 Uses knowledge of time constraints to adjust writing process.</p> <ul style="list-style-type: none"> • Adapts time allotted for data gathering and number of drafts for shorter projects. • Writes to meet a deadline. • Creates a management timeline/flow chart for multi-week written projects (e.g., portfolios, research papers, I-Search papers). • Decreases time for prewriting, drafting, revising, and editing when writing on-demand, in-class pieces. • Increases time for prewriting, drafting, revising, and editing when working on longer written projects (e.g., research papers, I-Search papers). 	

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level H New Readers Press
EALR 2: The student writes in a variety of forms for different audiences and purposes.	
Component 2.1 Adapts writing for a variety of audiences.	
<p>2.1.1 Applies understanding of multiple and varied audiences to write effectively.</p> <ul style="list-style-type: none"> • Identifies an intended audience. • Analyzes the audience to meet its needs (e.g., uses tone appropriate to culture, age, and gender of audience). • Respects the cultural backgrounds of potential audiences (e.g., through word choice, topics). • Describes how a <i>particular</i> audience may interpret a text (e.g., by defining terms, using formal language). • Anticipates readers' questions and writes accordingly. 	<p>SE: pp. 9, 21-22, 33, 45, 57, 69-70, 82</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level H New Readers Press
Component 2.2 Writes for different purposes.	
<p>2.2.1 Demonstrates understanding of different purposes for writing.</p> <ul style="list-style-type: none"> • Writes to pursue a personal interest, to explain, to persuade, to inform, and to entertain a specified audience (e.g., writes to persuade community to build a skate park, includes narratives/poetry in portfolio). • Writes for self expression. • Writes to analyze informational and literary texts. • Writes to learn (e.g., KWL Plus; summary; double-entry journal in math, science, social studies). • Writes for more than one purpose using the same form (e.g., a newspaper article used to persuade, to entertain, or to inform). • Includes more than one mode within a piece to address purpose (e.g., narrative anecdote to support a position in expository research paper). • Writes to examine opposing perspectives (e.g., an argumentative paper examining how white settlement in the Pacific Northwest has had both <i>positive</i> and <i>negative</i> effects). 	<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>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level H New Readers Press
Component 2.3 Writes in a variety of forms/genres.	
<p>2.3.1 Uses a variety of forms/genres.</p> <ul style="list-style-type: none"> • Integrates more than one form/genre in a single piece (e.g., a narrative told using an explanation, a character sketch, a free verse poem, a dialogue, a newspaper article, a document, and a diary entry). • Maintains a log or portfolio to track variety of forms/genres used. • Produces a variety of new forms/genres. Examples: <ul style="list-style-type: none"> – reflective journals – fictional stories (e.g., science fiction) – scripts (e.g., television, movie, radio) – essays/speeches (e.g., cause/effect, problem/solution) – application forms – minutes – debates – scientific reports – zines – narrative poems 	<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>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level H New Readers Press
Component 2.4 Writes for career applications.	
<p>2.4.1 Produces documents used in a career setting.</p> <ul style="list-style-type: none"> • Collaborates with peers on long-term team writing projects (e.g., scientific investigation). • Produces technical and nontechnical documents for career audiences (e.g., letters, applications, lab reports), taking into consideration technical formats (e.g., fonts, layout, style guides). • Selects and synthesizes information from technical and career documents for inclusion in writing (e.g., lab report that includes data recorded on graphs). 	

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level H New Readers Press
EALR 3: The student writes clearly and effectively.	
Component 3.1 Develops ideas and organizes writing.	
<p>3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <ul style="list-style-type: none"> • Presents a central idea, theme, and manageable thesis while maintaining a consistent focus (e.g., “Commercials influence the spending habits of teenagers.”). • Selects specific details relevant to the topic to extend ideas and develop elaboration (e.g., quotations, data, reasons, multiple examples that build on each other). • Uses personal experiences, observations, and/or research to support opinions and ideas (e.g., relevant data to support conclusions in math, science, social studies; appropriate anecdotes to explain or persuade; information synthesized from a variety of sources to support an argument). • Develops convincing characters (e.g., using details of thoughts, actions, appearance, and speech) and convincing settings (e.g., through the character’s point of view or described during action) within a range of plots (e.g., suspense, flashback) in narratives. 	<p>SE: pp. 6, 10–12, 23–24, 36, 46–48, 58–61, 72–73, 83–85 TG: p. 12</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level H New Readers Press
<p>3.1.2 Analyzes and selects effective organizational structure.</p> <ul style="list-style-type: none"> • Writes unified, cohesive paragraphs (e.g., inverted pyramid: broad topic, narrowing focus, specific details). • Develops a compelling introduction (e.g., startling statement, setting/description, quotation). • Composes an effective ending/conclusion that is more than a repetition of the introduction (e.g., response to a “so what” question, connection to bigger picture). • Uses transitional words and phrases between paragraphs to show logical relationships among ideas (e.g., moreover ..., because of this issue ..., equally important ..., as opposed to ...). • Selects and uses effective organizational patterns as determined by purpose: <ul style="list-style-type: none"> – explanations (e.g., process description) – comparison (e.g., all similarities grouped together and all differences grouped together) – persuasion (e.g., vary sequence of arguments) – narrative (e.g., problem-solution-outcome) • Emphasizes key ideas through appropriate use of text features (e.g., headings, charts, diagrams, graphs, bullets). 	<p>SE: pp. 13, 14–16, 25, 26–28, 37, 38–40, 49, 50–52, 62, 63–65, 74, 75–77, 86, 87–89</p> <p>TG: pp. 7, 11, 14, 15</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level H New Readers Press
Component 3.2 Uses appropriate style.	
<p>3.2.1 Applies understanding that different audiences and purposes affect writer’s voice.</p> <ul style="list-style-type: none"> • Writes with a clearly defined voice appropriate to the audience. • Writes in an individual, informed voice in expository, technical, and persuasive writing. • Writes from more than one point of view or perspective (e.g., cultural perspective for a character’s viewpoint in history or literature, first person for I-Search papers, third person for mathematical communication, first or third person for persuasive writing). 	SE: pp. 9, 21-22, 33, 45, 57, 69-70, 82
<p>3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.</p> <ul style="list-style-type: none"> • Selects and uses precise language to persuade and inform. • Selects and uses precise language in poetic and narrative writing. • Uses the vernacular appropriately. • Selects and uses specialized vocabulary relevant to a specific content area (e.g., <i>meteorologist</i>, <i>climatology</i>). • Selects and uses persuasive techniques (e.g., powerful and emotional imagery). • Selects and uses literary devices (e.g., metaphor, symbols, analogies). • Selects and uses sound devices in prose and poetry (e.g., two-syllable rhyme, repetition, rhythm, rhyme schemes). • Considers connotation and denotation when selecting works (<i>plump</i> vs. <i>fat</i>, <i>shack</i> vs. <i>house</i>). 	SE: pp. 27, 39, 44–55, 69–80, 88 TG: pp. 9, 12, 14

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level H New Readers Press
Component 3.2 Uses appropriate style.	
<p>3.2.3 Uses a variety of sentences consistent with audience, purpose, and form.</p> <ul style="list-style-type: none"> • Writes a variety of sentence structures and lengths to create a cadence appropriate for audience, purpose, and form. • Writes a variety of sentence structures (e.g., inverts sentence to draw attention to the point being made in an essay: “Down the stream swam the salmon fingerlings.”). • Uses a variety of line lengths and rhythms for effect in narrative poems. 	<p>SE: pp. 15, 64, 76, 81-82 TG: pp. 15</p>
Component 3.3 Knows and applies appropriate grade level writing conventions.	
<p>3.3.1 Uses legible handwriting.</p> <ul style="list-style-type: none"> • Produces readable printing or cursive handwriting (e.g., size, spacing, formation, uppercase and lowercase). 	
<p>3.3.2 Spells accurately in final draft.</p> <ul style="list-style-type: none"> • Uses spelling rules and patterns from previous grades. • Uses multiple strategies to spell. Examples: <ul style="list-style-type: none"> – homophones (e.g., <i>capital</i> and <i>capitol</i>) – affixes (e.g., <i>dis-</i>, <i>ir-</i>, <i>-ist</i>, <i>-ism</i>) – Greek and Latin roots (e.g., <i>circus</i>, <i>spiral</i>, <i>vision</i>) – words from other languages (e.g., <i>arena</i>, <i>buffet</i>, <i>souffle</i>, <i>lariat</i>) – frequently misspelled words (e.g., <i>accommodation</i>, <i>cemetery</i>, <i>receive</i>) • Uses resources to correct own spelling. 	

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level H New Readers Press
<p>3.3.3 Applies capitalization rules.</p> <ul style="list-style-type: none"> • Uses capitalization rules from previous grades. • Capitalizes the title of a specific course (e.g., History 9A as opposed to history). • Uses resources to check capitalization. 	
<p>3.3.4 Applies punctuation rules.</p> <ul style="list-style-type: none"> • Uses punctuation rules from previous grades. • Uses commas to enclose titles (e.g., Mohammed Abdul, M.D., is a pediatrician.). • Uses commas for emphasis or clarity (e.g., What the cook does, does affect the meal.). • Places commas and periods inside quotation marks. • Uses apostrophes to form plurals of letters or numbers (e.g., Know your ABC's.). • Uses apostrophes in possessive compound nouns (e.g., the mother-in-law's birthday). • Uses a colon between title and subtitle (e.g., <i>Write Source 2000: A Guide to Thinking, Writing and Learning</i>). • Use diagonal slash (/) correctly: <ul style="list-style-type: none"> – in a fraction – to show choice • Uses resources to check punctuation. 	<p>TG: p. 8</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level H New Readers Press
<p>3.3.5 Applies usage rules.</p> <ul style="list-style-type: none"> • Applies usage rules from previous grades. • Identifies and corrects past grammar and usage issues. • Uses <i>fewer</i> vs. <i>less</i> correctly. • Uses parallel construction when listing infinitive phrases. <ul style="list-style-type: none"> – parallel: Jamillah likes to hike, swim, and ride a bicycle. – not parallel: Jamillah likes to hike, to swim, and rides a bicycle. • Use resources to check usage. 	SE: pp. 27, 30, 39, 42
<p>3.3.6 Uses complete sentences in writing.</p> <ul style="list-style-type: none"> • May use fragments in dialogue as appropriate. 	SE: pp. 81-82 TG: p. 15
<p>3.3.7 Applies paragraph conventions.</p> <ul style="list-style-type: none"> • Uses paragraph conventions (e.g., designated by indentation or block format, skipping lines between paragraphs). • Uses textual markers (e.g., rows, columns, tables). 	SE: pp. 14, 26, 38, 50, 63, 75, 87 TG: p. 7
<p>3.3.8 Applies conventional forms for citations.</p> <ul style="list-style-type: none"> • Cites sources according to prescribed format (e.g., MLA, APA). 	TG: p. 8

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level H New Readers Press
Component 4.1 Analyzes and evaluates others' and own writing.	
<p>4.1.1 Analyzes and evaluates writing using established criteria.</p> <ul style="list-style-type: none"> • Critiques work, independently and in groups, according to detailed scoring guide, sometimes developed collaboratively (e.g., checklist, rubric, continuum). • Identifies persuasive elements in a peer's writing and critiques the effectiveness (e.g., preponderance of evidence, rhetorical questions). • Explains accuracy of content and vocabulary for specific curricular areas (e.g., math-specific words when justifying a strategy used during estimation involving integers). 	
<p>4.1.2 Analyzes and evaluates own writing using established criteria.</p> <ul style="list-style-type: none"> • Explains strengths and weaknesses of own writing using criteria (e.g., rubrics specific to purpose or form of assignment, WASL or 6-trait rubrics). • Rereads own work for the craft of writing (e.g., logic, transitional phrases) as well as the content (e.g., selected, relevant supporting detail). • Uses criteria to choose and defend choices for a writing portfolio. • Provides evidence that goals have been met (e.g., selects piece that shows complex organizational structure). 	<p>SE: pp. 7, 19, 31, 43, 55, 68, 80, 93, 94-95 TG: pp. 8, 9, 11, 12, 13, 14, 16</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level H New Readers Press
Component 4.2 Sets goals for improvement.	
<p>4.2.1 Evaluates and adjusts writing goals using criteria.</p> <ul style="list-style-type: none"> • Monitors progress toward goals over time (e.g., “After every piece of writing, I need to check to make sure I am supporting my claims with evidence.”). • Analyzes progress (e.g., “I have been supporting my claims with evidence.”). • Evaluates goals (e.g., “I should find more relevant evidence to support my claim.”). • Adjusts goals (e.g., “I will change my goal from supporting claims with more evidence to supporting claims with better evidence.”). • Maintains a written log of long-term goals (e.g., “I will write to multiple audiences, improve and vary my introductions and conclusions, and try a new persuasive technique.”) and a portfolio of work. 	<p>SE: pp. 7, 19, 31, 43, 55, 68, 80, 93, 94-95 TG: pp. 8, 9, 11, 12, 13, 14, 16</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level I New Readers Press
EALR 1: The student understands and uses a writing process.	
Component 1.1 Prewrites to generate ideas and plan writing.	
<p>1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.</p> <ul style="list-style-type: none"> • Gathers, analyzes, synthesizes, and organizes information from a variety of sources (e.g., interviews, websites, books, field notes). • Maintains a log or journal (electronic or handwritten) to collect and explore ideas; records observations, dialogues, and/or descriptions for later use as a basis for informational, persuasive, or literary writing. • Uses prewriting stage to generate ideas, determine purpose, analyze audience, select form, research background information, formulate a thesis, and organize text. 	<p>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</p>
Component 1.2 Produces draft(s).	
<p>1.2.1 Analyzes task and composes multiple drafts when appropriate.</p> <ul style="list-style-type: none"> • Refers to prewriting plan. • Drafts according to audience, purpose, and time. • Drafts by hand and/or electronically. • Assesses draft and/or feedback, decides if multiple drafts are necessary, and justifies decision. 	<p>SE: pp. 15–17, 18-19, 20, 29–31, 32-33, 34, 41–43, 44-45, 46, 55–57, 58-59, 60, 68–70, 71-72, 73, 80–82, 83-84, 85, 92–94, 95-96, 97, 104–106, 107-108, 109 TG: pp. 7, 9, 15, 16</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level I New Readers Press
Component 1.3 Revises to improve text.	
<p>1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas.</p> <ul style="list-style-type: none"> • Selects and uses effective revision tools or strategies based on project (e.g., sentence analysis form, revision criteria checklist, “find-and-replace” or “track changes” functions of word processing program). • Rereads work several times and has a different focus for each reading (e.g., first reading—looking for the strength or effectiveness of an argument and organizational structure; second reading—considering appropriateness for audience and purpose; third reading—looking for clarity of persuasive language). • Decides if revision is warranted. • Seeks and considers feedback from a variety of sources (e.g., teachers, peers, community members, editors). • Records feedback using writing group procedure (e.g., partner revision). • Evaluates and justifies the choice to use feedback in revisions or not (e.g., “I didn’t change my second example because ...”). • Revises typographical devices (e.g., bullets, numbered lists) to clarify text and to meet requirements of technical and content-area writing forms (e.g., resume, business letter). • Uses multiple resources regularly to improve text (e.g., writing guide, assignment criteria, Internet grammar guide, peer, thesaurus, dictionary). 	<p>SE: pp. 18–19, 32–33, 44–45, 58–59, 71–72, 83–84, 95–96, 107–108 TG: p. 16</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level I New Readers Press
Component 1.4 Edits text.	
<p>1.4.1 Edits for conventions.</p> <ul style="list-style-type: none"> • Identifies and corrects errors in conventions. • Uses appropriate references and resources (e.g., dictionary, writing/style guide, electronic spelling and grammar check, adult, peer). • Edits with a critical eye, often using a self-initiated checklist or editing guide (e.g., editing symbols, paper submission guidelines). • Proofreads final draft for errors. 	<p>SE: pp. 20, 34, 46, 60, 73, 85, 97, 109, 110–111 TG: pp. 8, 10, 11, 13, 14, 16, 17, 18</p>
Component 1.5 Publishes text to share with audience.	
<p>1.5.1 Publishes in formats that are appropriate for specific audiences and purposes.</p> <ul style="list-style-type: none"> • Selects from a variety of publishing options keeping in mind audience and purpose (e.g., website, literary magazine, blog, local newspaper). • Publishes using a range of graphics and illustrative material (e.g., time lines, flow charts, political cartoons, diagrams). • Publishes material in appropriate form (e.g., films, multimedia demonstrations, culminating projects) and format (e.g., credits in film, font size, section breaks in longer document). • Publishes using visual and dramatic presentations (e.g., debate, mock election, monologue). • Uses a variety available technological resources (e.g., charts, overheads, word processor, photo software, presentation software) to produce, design, and publish a professional-looking final product. 	

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level I New Readers Press
Component 1.6 Adjusts writing process as necessary.	
1.6.1 Applies understanding of the recursive nature of writing process. <ul style="list-style-type: none"> • Revises at any stage of process. • Edits as needed at any stage. 	
1.6.2 Uses collaborative skills to adapt writing process. <ul style="list-style-type: none"> • Delegates parts of process to team members (e.g., in prewriting, one team member interviews and one team member brainstorms possible sections). • Collaborates on drafting, revising, and editing. • Collaborates on final layout and publishing/presenting (e.g., yearbook, literary magazine). 	
1.6.3 Uses knowledge of time constraints to adjust writing process. <ul style="list-style-type: none"> • Adapts time allotted for data gathering and number of drafts for shorter projects. • Writes to meet a deadline. • Creates a management timeline/flow chart for written projects (e.g., Thirteenth-Year Plan, exit project, oral histories). • Decreases time for prewriting, drafting, revising, and editing when writing in-class, on-demand pieces (e.g., essay exams). • Increases time for prewriting, drafting, revising, and editing when working on longer written projects (e.g., literary analysis, research paper). 	

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level I New Readers Press
EALR 2: The student writes in a variety of forms for different audiences and purposes.	
Component 2.1 Adapts writing for a variety of audiences.	
<p>2.1.1 Applies understanding of multiple and varied audiences to write effectively.</p> <ul style="list-style-type: none"> • Identifies an intended audience. • Analyzes the audience to meet its needs (e.g., uses tone appropriate to culture, age, and gender of audience). • Respects the cultural backgrounds of potential audiences (e.g., topic, word choice, perspective). • Describes how a <i>particular</i> audience may interpret a text (e.g., eliminating biased language that might be offensive to the audience). • Anticipates and addresses readers' questions or arguments. 	<p>SE: pp. 9, 22, 36, 48-50, 62, 75, 87, 99</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level I New Readers Press
Component 2.2 Writes for different purposes.	
<p>2.2.1 Demonstrates understanding of different purposes for writing.</p> <ul style="list-style-type: none"> • Writes to pursue a personal interest, to explain, to persuade, to inform, and to entertain a specified audience (e.g., applies for a job, communicates research findings, conveys technical information). • Writes for self expression. • Writes to analyze informational and literary texts. • Writes to learn (e.g., double-entry journal in math, science; portfolio selection defense). • Writes to examine a variety of perspectives (e.g., argumentative paper on opposing viewpoints concerning medical research and animal testing). • Writes for more than one purpose using the same form (e.g., a memoir that persuades, entertains, and/or informs). • Includes more than one mode within a piece to address purpose (e.g., narrative anecdote to support a position in an expository research paper). 	<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>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level I New Readers Press
Component 2.3 Writes in a variety of forms/genres.	
<p>2.3.1 Uses a variety of forms/genres.</p> <ul style="list-style-type: none"> • Integrates more than one form/genre in a single piece (e.g., a persuasive essay written using a first-person anecdote, a poem, a journal entry, research notes, a classroom discussion, and a letter). • Maintains a log or portfolio to track variety of forms/genres used. • Produces a variety of new forms/genres. Examples: <ul style="list-style-type: none"> – research papers – memoirs – mysteries – parodies – monologues – documentaries – cover letters – satires – essays (e.g., extended library analyses) – editorials – proposals – resumes – blogs 	<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>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level I New Readers Press
Component 2.4 Writes for career applications.	
<p>2.4.1 Produces documents used in a career setting.</p> <ul style="list-style-type: none"> • Collaborates with peers on long-term team writing projects (e.g., research paper for an exit project). • Writes technical and nontechnical documents for career audiences (e.g., proposal, resume, abstract), taking into consideration technical formats (e.g., bullets, numbering, subheadings, blank space). • Selects and synthesizes information from technical and career documents for inclusion in writing (e.g., High School and Beyond Plan that includes information summarized from on-line vocational source or other informational text). • Understands the importance of using a standard reference style consistently when writing reports or technical documents (e.g., MLA, APA, Turabian). 	

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level I New Readers Press
EALR 3: The student writes clearly and effectively.	
Component 3.1 Develops ideas and organizes writing.	
<p>3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <ul style="list-style-type: none"> • Presents a manageable thesis while maintaining a consistent focus in an individualized and purposeful manner (e.g., “Obtaining a driver’s license should not be tied to grades in school.”). • Selects specific details relevant to the topic to extend ideas and develop elaboration (e.g., quotations, data, reasons, multiple examples that build on each other). • Uses personal experiences, observations, and/or research from a variety of sources to support opinions and ideas (e.g., relevant data to support conclusions in math, science, social studies; appropriate researched information to explain or persuade; contrasting points of view to support a hypothesis or argument). • Integrates the elements of character, setting, and plot to create a convincing fictional world. 	<p>SE: pp. 6, 10–13, 23–27, 37–39, 51–53, 63–66, 76–78, 88–90, 100–102 TG: pp. 10, 13, 15</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level I New Readers Press
<p>3.1.2 Analyzes and selects effective organizational structure.</p> <ul style="list-style-type: none"> • Writes unified, cohesive paragraphs (e.g., repetition of key terms; parallel structure). • Selects from a variety of opening strategies and composes an engaging introduction (e.g., vivid, detailed description; historical/cultural background; contrasting situation). • Selects from a variety of ending/conclusion strategies and composes an effective conclusion that is more than a repetition of the introduction (e.g., prediction, anecdote, question). • Uses transitional words and phrases between paragraphs to signal emphasis or show logical relationships among ideas (e.g., in fact ..., consequently ..., as a result ..., on the other hand ...). • Determines effective sequence between and within paragraphs by using transitions to emphasize points in an argument or show logical connections (e.g., inasmuch as ..., possibly ..., therefore ...). • Selects and uses effective organizational patterns as determined by purpose: <ul style="list-style-type: none"> – varied placement of thesis for effect – persuasion using comparisons (e.g., all similarities grouped together and all differences grouped together) – explanations (e.g., scientific report pattern: introduction with hypothesis, materials and methods, data, conclusions) – narrative (e.g., story within a story) • Emphasizes key ideas through appropriate use of text features (e.g., headings, diagrams, graphs, bullets, blank space). 	<p>SE: pp. 14, 15–17, 28, 29–31, 40, 41–43, 54, 55–57, 67, 68–70, 79, 80–82, 91, 92–94, 103, 104–106 TG: pp. 7, 8, 11</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level I New Readers Press
Component 3.2 Uses appropriate style.	
<p>3.2.1 Analyzes audiences and purposes and uses appropriate voice.</p> <ul style="list-style-type: none"> Writes with a clearly defined voice appropriate to audience. Writes in an individual, knowledgeable, and consistent voice in expository, technical, and persuasive writing. Selects appropriate point of view for technical writing and/or specific content areas (e.g., third-person point of view for science lab write-ups, first person for field journals, second person for how-to technical manuals). 	SE: pp. 9, 22, 36, 48-50, 62, 75, 87, 99
<p>3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.</p> <ul style="list-style-type: none"> Selects and uses precise language to persuade or inform. Selects and uses precise language in poetic and narrative writing. Uses the vernacular appropriately. Selects and uses specialized vocabulary relevant to a specific content area (e.g., <i>plate tectonics</i>, <i>mitosis</i>, <i>photosynthesis</i>). Selects and uses literary devices (e.g., extended metaphor, symbols, analogies). Selects and uses sound devices deliberately in prose and poetry (e.g., assonance, consonance). Considers connotation and denotation, including cultural connotation, when selecting words (<i>police officer</i> vs. <i>cop</i>, <i>bias</i> vs. <i>prejudice</i>). 	SE: pp. 30, 42, 47-60, 74-85, 93 TG: pp. 11, 15-16, 18

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level I New Readers Press
Component 3.2 Uses appropriate style.	
<p>3.2.3 Uses a variety of sentences consistent with audience, purpose, and form.</p> <ul style="list-style-type: none"> • Writes a variety of sentence structures and lengths to create a cadence appropriate for diverse audiences, purposes, and forms. • Writes a variety of sentence structures (e.g., absolutes to add detail and elaborate: “Fingers gripping the table, the student waited for the results.”). • Writes short sentences and phrases in technical writing. • Uses a variety of sentence structures (e.g., line breaks, stanzas, pattern, repetition) to purposefully shape a poem. 	SE: pp. 16, 69, 81, 105
Component 3.3 Knows and applies appropriate grade level writing conventions.	
<p>3.3.1 Uses legible handwriting.</p> <ul style="list-style-type: none"> • Produces readable printing or cursive handwriting (e.g., size, spacing, formation, uppercase and lowercase). 	

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level I New Readers Press
<p>3.3.2 Spells accurately in final draft.</p> <ul style="list-style-type: none"> • Uses spelling rules and patterns from previous grades. • Uses multiple strategies to spell. Examples: <ul style="list-style-type: none"> – homophones (e.g., <i>council</i> and <i>counsel</i>, <i>stationary</i> and <i>stationery</i>) – affixes (e.g., <i>-cian</i>, <i>-ness</i>) – roots (e.g., <i>anthropology</i>, <i>philosophy</i>) – foreign spellings (e.g., <i>alumna/alumnae/alumnus</i>, <i>medium/media</i>, <i>datum/data</i>) – words from other languages (e.g., <i>bourgeois</i>, <i>kindergarten</i>, <i>espresso</i>, <i>boutique</i>, <i>coyote</i>) – frequently misspelled words (e.g., <i>perceive</i>, <i>congratulations</i>, <i>success</i>) • Uses resources to correct own spelling. 	
<p>3.3.3 Applies capitalization rules.</p> <ul style="list-style-type: none"> • Uses capitalization rules from previous grades. • Uses resources to check capitalization. 	
<p>3.3.4 Applies punctuation rules.</p> <ul style="list-style-type: none"> • Uses punctuation rules from previous grades. • Uses commas to set off nonrestrictive clauses (e.g., <i>The gym, which was built last year, is used every day.</i>). • Uses brackets around an editorial correction or to set off added words. • Uses the em dash (—) to indicate emphasis or a sudden break, to set off an introductory series, or to show interrupted speech. • Uses appropriate punctuation when writing in other languages (e.g., <i>René</i>). • Uses resources to check punctuation. 	

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level I New Readers Press
<p>3.3.5 Applies usage rules.</p> <ul style="list-style-type: none"> • Applies usage rules from previous grades. • Avoids dangling modifiers (e.g., “After I stood in line for hours, I discovered the tickets were sold out.” Incorrect: “After standing in line for hours, the tickets were sold out.” The second sentence makes it appear that the tickets were in line.). • Uses <i>who</i> vs. <i>whom</i> correctly. • Uses <i>that</i> vs. <i>which</i> and <i>that</i> vs. <i>who</i> correctly. • Uses <i>either ... or</i> and <i>neither ... nor</i> correctly. • Uses many commonly confused words correctly (e.g., <i>accept</i> vs. <i>except</i> or <i>can</i> vs. <i>may</i>). • Uses active voice except when passive voice is appropriate (e.g., active voice: “They saw it.” vs. passive voice: “It was seen by them.”). • Uses parallel construction in clauses. <ul style="list-style-type: none"> – parallel: The coach told the players they should get plenty of sleep, they should eat well and they should do some warm-up exercises. – not parallel: The coach told the players they should get plenty of sleep, that they should eat well, and to do some warm-up exercises. • Uses resources to check usage. 	<p>TG: p. 18</p>
<p>3.3.6 Uses complete sentences in writing.</p> <ul style="list-style-type: none"> • May use fragments in dialogue as appropriate. 	<p>SE: p. 89 TG: p. 16</p>
<p>3.3.7 Applies paragraph conventions.</p> <ul style="list-style-type: none"> • Uses paragraph conventions (e.g., designated by indentation or block format, skipping lines between paragraphs). • Uses textual markers (e.g., page numbers, footnotes, space for pictures). 	<p>SE: pp. 15, 29, 41, 55, 68, 80, 92, 104 TG: p. 7</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level I New Readers Press
<p>3.3.8 Applies conventional forms for citations.</p> <ul style="list-style-type: none"> • Cites sources according to prescribed format (e.g., MLA, APA, Turabian). 	
<p>Component 4.1 Analyzes and evaluates others’ and own writing.</p>	
<p>4.1.1 Analyzes and evaluates writing using established criteria.</p> <ul style="list-style-type: none"> • Critiques writing, independently and in groups, according to detailed scoring guide, sometimes developed collaboratively (e.g., checklist, rubric, continuum). • Identifies persuasive elements in a peer’s writing and critiques the effectiveness (e.g., preponderance of evidence, citing experts, compromise solutions). • Explains accuracy of content and vocabulary for specific curricular areas (e.g., accurate scientific terms regarding the effectiveness of the solution to the problem). 	<p>TG p. 9</p>
<p>4.1.2 Analyzes and evaluates own writing using established criteria.</p> <ul style="list-style-type: none"> • Explains strengths and weaknesses of own writing using criteria (e.g., content or performance standards, WASL or 6-trait rubrics). • Rereads own work for the craft of writing (e.g., character development, irony, tone) as well as the content (e.g., quotations to support contentions). • Uses criteria to choose and defend choices for a writing portfolio. • Provides evidence that goals have been met (e.g., selects pieces for culminating exhibition). 	<p>SE: pp. 7, 20, 34, 46, 60, 73, 85, 97, 109, 110, 111 TG: pp. 8, 10, 11, 13, 14, 15, 16, 17, 18</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level I New Readers Press
Component 4.2 Sets goals for improvement.	
<p>4.2.1 Evaluates and adjusts writing goals using criteria.</p> <ul style="list-style-type: none"> • Monitors progress toward goals over time (e.g., “I need to try free verse next quarter.”). • Analyzes progress (e.g., “My free verse needs better imagery.”). • Evaluates goals (e.g., “I need to allow time for substantive revisions.”). • Adjusts goals (e.g., “I will write a ballad next quarter.”). • Maintains a written log of long-term goals (e.g., “I will try other genres, vary points of view, elaborate on evidence, and seek publication.”) and a portfolio of work. 	<p>SE: pp. 7, 20, 34, 46, 60, 73, 85, 97, 109, 110, 111 TG: pp. 8, 10, 11, 13, 14, 15, 16, 17, 18</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level J New Readers Press
EALR 1: The student understands and uses a writing process.	
Component 1.1 Prewrites to generate ideas and plan writing.	
<p>1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.</p> <ul style="list-style-type: none"> • Gathers, analyzes, synthesizes, and organizes information from a variety of sources (e.g., interviews, websites, books, field notes). • Maintains a log or journal (electronic or handwritten) to collect and explore ideas; records observations, dialogues, and/or descriptions for later use as a basis for informational, persuasive, or literary writing. • Uses prewriting stage to generate ideas, determine purpose, analyze audience, select form, research background information, formulate a thesis, and organize text. 	<p>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</p>
Component 1.2 Produces draft(s).	
<p>1.2.1 Analyzes task and composes multiple drafts when appropriate.</p> <ul style="list-style-type: none"> • Refers to prewriting plan. • Drafts according to audience, purpose, and time. • Drafts by hand and/or electronically. • Assesses draft and/or feedback, decides if multiple drafts are necessary, and justifies decision. 	<p>SE: pp. 14–16, 17-18, 19, 28–30, 31-32, 33, 41–43, 44-45, 46, 55–57, 58-59, 60, 66–68, 69-70, 71, 78–80, 81-82, 83, 90–92, 93-94, 95, 103–105, 106-108, 109 TG: pp. 9, 11, 14, 19</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level J New Readers Press
Component 1.3 Revises to improve text.	
<p>1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas.</p> <ul style="list-style-type: none"> • Selects and uses effective revision tools or strategies based on project (e.g., sentence analysis form, revision criteria checklist, “find-and-replace” or “track changes” functions of word processing program). • Rereads work several times and has a different focus for each reading (e.g., first reading—looking for the strength or effectiveness of an argument and organizational structure; second reading—considering appropriateness for audience and purpose; third reading—looking for clarity of persuasive language). • Decides if revision is warranted. • Seeks and considers feedback from a variety of sources (e.g., teachers, peers, community members, editors). • Records feedback using writing group procedure (e.g., partner revision). • Evaluates and justifies the choice to use feedback in revisions or not (e.g., “I didn’t change my second example because ...”). • Revises typographical devices (e.g., bullets, numbered lists) to clarify text and to meet requirements of technical and content-area writing forms (e.g., resume, business letter). • Uses multiple resources regularly to improve text (e.g., writing guide, assignment criteria, Internet grammar guide, peer, thesaurus, dictionary). 	<p>SE: pp. 17–18, 31–32, 44–45, 58–59, 69–70, 81–82, 93–94, 106–108</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level J New Readers Press
Component 1.4 Edits text.	
<p>1.4.1 Edits for conventions.</p> <ul style="list-style-type: none"> • Identifies and corrects errors in conventions. • Uses appropriate references and resources (e.g., dictionary, writing/style guide, electronic spelling and grammar check, adult, peer). • Edits with a critical eye, often using a self-initiated checklist or editing guide (e.g., editing symbols, paper submission guidelines). • Proofreads final draft for errors. 	<p>SE: pp. 19, 33, 46, 60, 71, 83, 95, 109, 110, 111 TG: pp. 8, 10, 11, 13, 14, 16, 17, 19</p>
Component 1.5 Publishes text to share with audience.	
<p>1.5.1 Publishes in formats that are appropriate for specific audiences and purposes.</p> <ul style="list-style-type: none"> • Selects from a variety of publishing options keeping in mind audience and purpose (e.g., website, literary magazine, blog, local newspaper). • Publishes using a range of graphics and illustrative material (e.g., time lines, flow charts, political cartoons, diagrams). • Publishes material in appropriate form (e.g., films, multimedia demonstrations, culminating projects) and format (e.g., credits in film, font size, section breaks in longer document). • Publishes using visual and dramatic presentations (e.g., debate, mock election, monologue). • Uses a variety available technological resources (e.g., charts, overheads, word processor, photo software, presentation software) to produce, design, and publish a professional-looking final product. 	

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level J New Readers Press
Component 1.6 Adjusts writing process as necessary.	
1.6.1 Applies understanding of the recursive nature of writing process. <ul style="list-style-type: none"> • Revises at any stage of process. • Edits as needed at any stage. 	
1.6.2 Uses collaborative skills to adapt writing process. <ul style="list-style-type: none"> • Delegates parts of process to team members (e.g., in prewriting, one team member interviews and one team member brainstorms possible sections). • Collaborates on drafting, revising, and editing. • Collaborates on final layout and publishing/presenting (e.g., yearbook, literary magazine). 	
1.6.3 Uses knowledge of time constraints to adjust writing process. <ul style="list-style-type: none"> • Adapts time allotted for data gathering and number of drafts for shorter projects. • Writes to meet a deadline. • Creates a management timeline/flow chart for written projects (e.g., Thirteenth-Year Plan, exit project, oral histories). • Decreases time for prewriting, drafting, revising, and editing when writing in-class, on-demand pieces (e.g., essay exams). • Increases time for prewriting, drafting, revising, and editing when working on longer written projects (e.g., literary analysis, research paper). 	

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level J New Readers Press
EALR 2: The student writes in a variety of forms for different audiences and purposes.	
Component 2.1 Adapts writing for a variety of audiences.	
<p>2.1.1 Applies understanding of multiple and varied audiences to write effectively.</p> <ul style="list-style-type: none"> • Identifies an intended audience. • Analyzes the audience to meet its needs (e.g., uses tone appropriate to culture, age, and gender of audience). • Respects the cultural backgrounds of potential audiences (e.g., topic, word choice, perspective). • Describes how a <i>particular</i> audience may interpret a text (e.g., eliminating biased language that might be offensive to the audience). • Anticipates and addresses readers' questions or arguments. 	<p>SE: pp. 9, 21, 35, 48-49, 62, 73, 85, 97</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level J New Readers Press
Component 2.2 Writes for different purposes.	
<p>2.2.1 Demonstrates understanding of different purposes for writing.</p> <ul style="list-style-type: none"> • Writes to pursue a personal interest, to explain, to persuade, to inform, and to entertain a specified audience (e.g., applies for a job, communicates research findings, conveys technical information). • Writes for self expression. • Writes to analyze informational and literary texts. • Writes to learn (e.g., double-entry journal in math, science; portfolio selection defense). • Writes to examine a variety of perspectives (e.g., argumentative paper on opposing viewpoints concerning medical research and animal testing). • Writes for more than one purpose using the same form (e.g., a memoir that persuades, entertains, and/or informs). • Includes more than one mode within a piece to address purpose (e.g., narrative anecdote to support a position in an expository research paper). 	<p>SE: pp. 8-19, 20-33, 34-46, 47-60, 61-71, 72-83, 84-95, 96-109</p> <p>TG: pp. 7-8, 8-10, 10-11, 11-13, 13-15, 15-16, 16-18, 18-19</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level J New Readers Press
Component 2.3 Writes in a variety of forms/genres.	
<p>2.3.1 Uses a variety of forms/genres.</p> <ul style="list-style-type: none"> • Integrates more than one form/genre in a single piece (e.g., a persuasive essay written using a first-person anecdote, a poem, a journal entry, research notes, a classroom discussion, and a letter). • Maintains a log or portfolio to track variety of forms/genres used. • Produces a variety of new forms/genres. Examples: <ul style="list-style-type: none"> – research papers – memoirs – mysteries – parodies – monologues – documentaries – cover letters – satires – essays (e.g., extended library analyses) – editorials – proposals – resumes – blogs 	<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>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level J New Readers Press
Component 2.4 Writes for career applications.	
<p>2.4.1 Produces documents used in a career setting.</p> <ul style="list-style-type: none"> • Collaborates with peers on long-term team writing projects (e.g., research paper for an exit project). • Writes technical and nontechnical documents for career audiences (e.g., proposal, resume, abstract), taking into consideration technical formats (e.g., bullets, numbering, subheadings, blank space). • Selects and synthesizes information from technical and career documents for inclusion in writing (e.g., High School and Beyond Plan that includes information summarized from on-line vocational source or other informational text). • Understands the importance of using a standard reference style consistently when writing reports or technical documents (e.g., MLA, APA, Turabian). 	

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level J New Readers Press
EALR 3: The student writes clearly and effectively.	
Component 3.1 Develops ideas and organizes writing.	
<p>3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <ul style="list-style-type: none"> • Presents a manageable thesis while maintaining a consistent focus in an individualized and purposeful manner (e.g., “Obtaining a driver’s license should not be tied to grades in school.”). • Selects specific details relevant to the topic to extend ideas and develop elaboration (e.g., quotations, data, reasons, multiple examples that build on each other). • Uses personal experiences, observations, and/or research from a variety of sources to support opinions and ideas (e.g., relevant data to support conclusions in math, science, social studies; appropriate researched information to explain or persuade; contrasting points of view to support a hypothesis or argument). • Integrates the elements of character, setting, and plot to create a convincing fictional world. 	<p>SE: pp. 10–12, 22–26, 36–39, 50–53, 63–64, 75–76, 86–88, 98–101 TG: pp. 10, 14, 15, 17</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level J New Readers Press
<p>3.1.2 Analyzes and selects effective organizational structure.</p> <ul style="list-style-type: none"> • Writes unified, cohesive paragraphs (e.g., repetition of key terms; parallel structure). • Selects from a variety of opening strategies and composes an engaging introduction (e.g., vivid, detailed description; historical/cultural background; contrasting situation). • Selects from a variety of ending/conclusion strategies and composes an effective conclusion that is more than a repetition of the introduction (e.g., prediction, anecdote, question). • Uses transitional words and phrases between paragraphs to signal emphasis or show logical relationships among ideas (e.g., in fact ..., consequently ..., as a result ..., on the other hand ...). • Determines effective sequence between and within paragraphs by using transitions to emphasize points in an argument or show logical connections (e.g., inasmuch as ..., possibly ..., therefore ...). • Selects and uses effective organizational patterns as determined by purpose: <ul style="list-style-type: none"> – varied placement of thesis for effect – persuasion using comparisons (e.g., all similarities grouped together and all differences grouped together) – explanations (e.g., scientific report pattern: introduction with hypothesis, materials and methods, data, conclusions) – narrative (e.g., story within a story) • Emphasizes key ideas through appropriate use of text features (e.g., headings, diagrams, graphs, bullets, blank space). 	<p>SE: pp. 13, 14–16, 27, 28–30, 40, 41–43, 54, 55–57, 65, 66–68, 77, 78–80, 89, 90–92, 102, 103–105 TG: pp. 9, 11, 12, 14, 16, 17, 18</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level J New Readers Press
Component 3.2 Uses appropriate style.	
<p>3.2.1 Analyzes audiences and purposes and uses appropriate voice.</p> <ul style="list-style-type: none"> • Writes with a clearly defined voice appropriate to audience. • Writes in an individual, knowledgeable, and consistent voice in expository, technical, and persuasive writing. • Selects appropriate point of view for technical writing and/or specific content areas (e.g., third-person point of view for science lab write-ups, first person for field journals, second person for how-to technical manuals). 	SE: pp. 9, 21, 35, 48-49, 62, 73, 85, 97
<p>3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.</p> <ul style="list-style-type: none"> • Selects and uses precise language to persuade or inform. • Selects and uses precise language in poetic and narrative writing. • Uses the vernacular appropriately. • Selects and uses specialized vocabulary relevant to a specific content area (e.g., <i>plate tectonics</i>, <i>mitosis</i>, <i>photosynthesis</i>). • Selects and uses literary devices (e.g., extended metaphor, symbols, analogies). • Selects and uses sound devices deliberately in prose and poetry (e.g., <i>assonance</i>, <i>consonance</i>). • Considers connotation and denotation, including cultural connotation, when selecting words (<i>police officer</i> vs. <i>cop</i>, <i>bias</i> vs. <i>prejudice</i>). 	SE: pp. 29, 42, 47-60, 72-83, 91 TG: pp. 11-13, 15-16

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level J New Readers Press
Component 3.2 Uses appropriate style.	
<p>3.2.3 Uses a variety of sentences consistent with audience, purpose, and form.</p> <ul style="list-style-type: none"> • Writes a variety of sentence structures and lengths to create a cadence appropriate for diverse audiences, purposes, and forms. • Writes a variety of sentence structures (e.g., absolutes to add detail and elaborate: “Fingers gripping the table, the student waited for the results.”). • Writes short sentences and phrases in technical writing. • Uses a variety of sentence structures (e.g., line breaks, stanzas, pattern, repetition) to purposefully shape a poem. 	<p>SE: pp. 15, 67, 79, 104 TG: pp. 8, 16</p>
Component 3.3 Knows and applies appropriate grade level writing conventions.	
<p>3.3.1 Uses legible handwriting.</p> <ul style="list-style-type: none"> • Produces readable printing or cursive handwriting (e.g., size, spacing, formation, uppercase and lowercase). 	

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level J New Readers Press
<p>3.3.2 Spells accurately in final draft.</p> <ul style="list-style-type: none"> • Uses spelling rules and patterns from previous grades. • Uses multiple strategies to spell. Examples: <ul style="list-style-type: none"> – homophones (e.g., <i>council</i> and <i>counsel</i>, <i>stationary</i> and <i>stationery</i>) – affixes (e.g., <i>-cian</i>, <i>-ness</i>) – roots (e.g., <i>anthropology</i>, <i>philosophy</i>) – foreign spellings (e.g., <i>alumna/alumnae/alumnus</i>, <i>medium/media</i>, <i>datum/data</i>) – words from other languages (e.g., <i>bourgeois</i>, <i>kindergarten</i>, <i>espresso</i>, <i>boutique</i>, <i>coyote</i>) – frequently misspelled words (e.g., <i>perceive</i>, <i>congratulations</i>, <i>success</i>) • Uses resources to correct own spelling. 	
<p>3.3.3 Applies capitalization rules.</p> <ul style="list-style-type: none"> • Uses capitalization rules from previous grades. • Uses resources to check capitalization. 	
<p>3.3.4 Applies punctuation rules.</p> <ul style="list-style-type: none"> • Uses punctuation rules from previous grades. • Uses commas to set off nonrestrictive clauses (e.g., <i>The gym, which was built last year, is used every day.</i>). • Uses brackets around an editorial correction or to set off added words. • Uses the em dash (—) to indicate emphasis or a sudden break, to set off an introductory series, or to show interrupted speech. • Uses appropriate punctuation when writing in other languages (e.g., <i>René</i>). • Uses resources to check punctuation. 	

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<p>3.3.5 Applies usage rules.</p> <ul style="list-style-type: none"> • Applies usage rules from previous grades. • Avoids dangling modifiers (e.g., “After I stood in line for hours, I discovered the tickets were sold out.” Incorrect: “After standing in line for hours, the tickets were sold out.” The second sentence makes it appear that the tickets were in line.). • Uses <i>who</i> vs. <i>whom</i> correctly. • Uses <i>that</i> vs. <i>which</i> and <i>that</i> vs. <i>who</i> correctly. • Uses <i>either ... or</i> and <i>neither ... nor</i> correctly. • Uses many commonly confused words correctly (e.g., <i>accept</i> vs. <i>except</i> or <i>can</i> vs. <i>may</i>). • Uses active voice except when passive voice is appropriate (e.g., active voice: “They saw it.” vs. passive voice: “It was seen by them.”). • Uses parallel construction in clauses. <ul style="list-style-type: none"> – parallel: The coach told the players they should get plenty of sleep, they should eat well and they should do some warm-up exercises. – not parallel: The coach told the players they should get plenty of sleep, that they should eat well, and to do some warm-up exercises. • Uses resources to check usage. 	<p>TG: pp. 8, 16</p>
<p>3.3.6 Uses complete sentences in writing.</p> <ul style="list-style-type: none"> • May use fragments in dialogue as appropriate. 	<p>TG: p. 16</p>
<p>3.3.7 Applies paragraph conventions.</p> <ul style="list-style-type: none"> • Uses paragraph conventions (e.g., designated by indentation or block format, skipping lines between paragraphs). • Uses textual markers (e.g., page numbers, footnotes, space for pictures). 	<p>SE: pp. 7, 14, 28, 41, 55, 66, 78, 90, 103 TG: pp. 8, 18</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level J New Readers Press
<p>3.3.8 Applies conventional forms for citations.</p> <ul style="list-style-type: none"> • Cites sources according to prescribed format (e.g., MLA, APA, Turabian). 	
<p>Component 4.1 Analyzes and evaluates others’ and own writing.</p>	
<p>4.1.1 Analyzes and evaluates writing using established criteria.</p> <ul style="list-style-type: none"> • Critiques writing, independently and in groups, according to detailed scoring guide, sometimes developed collaboratively (e.g., checklist, rubric, continuum). • Identifies persuasive elements in a peer’s writing and critiques the effectiveness (e.g., preponderance of evidence, citing experts, compromise solutions). • Explains accuracy of content and vocabulary for specific curricular areas (e.g., accurate scientific terms regarding the effectiveness of the solution to the problem). 	
<p>4.1.2 Analyzes and evaluates own writing using established criteria.</p> <ul style="list-style-type: none"> • Explains strengths and weaknesses of own writing using criteria (e.g., content or performance standards, WASL or 6-trait rubrics). • Rereads own work for the craft of writing (e.g., character development, irony, tone) as well as the content (e.g., quotations to support contentions). • Uses criteria to choose and defend choices for a writing portfolio. • Provides evidence that goals have been met (e.g., selects pieces for culminating exhibition). 	<p>SE: pp. 7, 19, 33, 46, 60, 71, 83, 95, 109, 110, 111 TG: pp. 8, 10, 11, 13, 14, 16, 17, 19</p>

Essential Academic Learning Requirements	<i>Respond to Literature</i> , Level J New Readers Press
Component 4.2 Sets goals for improvement.	
<p>4.2.1 Evaluates and adjusts writing goals using criteria.</p> <ul style="list-style-type: none"> • Monitors progress toward goals over time (e.g., “I need to try free verse next quarter.”). • Analyzes progress (e.g., “My free verse needs better imagery.”). • Evaluates goals (e.g., “I need to allow time for substantive revisions.”). • Adjusts goals (e.g., “I will write a ballad next quarter.”). • Maintains a written log of long-term goals (e.g., “I will try other genres, vary points of view, elaborate on evidence, and seek publication.”) and a portfolio of work. 	<p>SE: pp. 7, 19, 33, 46, 60, 71, 83, 95, 109, 110, 111 TG: pp. 8, 10, 11, 13, 14, 16, 17, 19</p>