

<p style="text-align: center;"><b>Writing</b>  <b>Strands and Cumulative Progress Indicators</b></p>	<p style="text-align: center;"><i>Respond to Literature</i>, Level F  <b>New Readers Press</b></p>
<p><b>STANDARD 3.2</b>—All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. Building upon knowledge and skills gained in the preceding grade, by the end of Grade 6, students will:</p>	
<p><b>3.2.6 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)</b></p>	
<p>1. Write informational compositions of several paragraphs that engage the interest of the reader, state a clear purpose, develop the topic, and conclude with a detailed summary.</p>	<p>SE: pp. 8-19, 20-32, 33-45, 46-59, 60-72, 73-83, 84-95                      TG: pp. 7-8, 8-9, 9-10, 11-13, 13-14, 14-15, 15-16</p>
<p>2. Generate ideas for writing through reading and making connections across the curriculum and with current events.</p>	<p>SE: pp. 6, 10-12, 22-25, 36-38, 50-52, 63-65, 75-76, 86-87                      TG: p. 13</p>
<p>3. Expand knowledge about form, structure, and voice in a variety of genres.</p>	<p>SE: pp. 46-59, 73-83                      TG: pp. 11, 14</p>
<p>4. Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing.</p>	<p>SE: pp. 6, 10-12, 22-25, 36-38, 50-52, 62-65, 75-76, 86-88                      TG: pp. 9-14</p>
<p>5. Draft writing in a selected genre with supporting structure and appropriate voice according to the intended message, audience and purpose for writing.</p>	<p>SE: pp. 14, 27, 40, 54, 67, 78, 90</p>
<p>6. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made.</p>	<p>SE: pp. 28, 41, 46-59, 73-83, 91                      TG: pp. 11, 14-15</p>
<p>7. Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.</p>	<p>SE: pp. 17-18, 30-31, 43-44, 57-58, 70-71, 81-82, 93-94                      TG: pp. 7, 10, 14, 15</p>
<p>8. Review own writing with others to understand the reader’s perspective and to consider and incorporate ideas for revision.</p>	

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9. Review and edit work for spelling, usage, clarity, organization, and fluency.	SE: pp. 17-18, 30-31, 43-44, 57-58, 70-71, 81-82, 93-94 TG: pp. 7, 10, 14, 15
10. Use a variety of reference materials to revise work.	
11. Use computer writing applications during the writing process.	SE: pp. 19, 32, 45, 59, 72, 83, 95
12. Understand and apply the elements of a scoring rubric to improve and evaluate writing.	SE: p. 7
13. Reflect on own writing, noting strengths and setting goals for improvement.	SE: pp. 19, 32, 45, 59, 72, 83, 95
<b>3.2.6 B. Writing as a Product (resulting in a formal product or publication)</b>	
1. Extend knowledge of characteristics, structures, and tone of selected genres.	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
2. Write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue-based).	SE: pp. 8-19, 20-32, 46-59 TG: pp. 7-8, 8-9, 11-13
3. Write grade appropriate, multi-paragraph expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports).	SE: pp. 33-45 TG: pp. 9-10
4. Write various types of prose, such as short stories, biography, autobiography, or memoir that contain narrative elements.	
5. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources.	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
6. Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately.	SE: pp. 18, 31, 44, 58, 71, 82

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7. Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words.	
8. Prepare a works consulted page for reports or research papers.	
9. Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas.	SE: pp. 14, 15, 27, 40, 54, 67, 68, 78, 79, 90
10. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.	SE: pp. 7, 14, 27, 40, 54, 67, 78, 90
<b>3.2.6 C. Mechanics, Spelling, and Handwriting</b>	
1. Use standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, handwriting.	
2. Use a variety of sentence types and syntax, including independent and dependent clauses and prepositional and adverbial phrases, to connect ideas and craft writing in an interesting and grammatically correct way.	SE: pp. 15, 68, 79
3. Use knowledge of English grammar and usage to express ideas effectively.	TG: p. 7
4. Use correct capitalization and punctuation, including commas and colons, throughout writing.	
5. Use quotation marks and related punctuation correctly in passages of dialogue.	
6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.	

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7. Demonstrate understanding of reasons for paragraphs in narrative and expository writing and indent appropriately in own writing.	
8. Edit writing for correct grammar usage, capitalization, punctuation, and spelling.	
9. Use a variety of materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.	
10. Write legibly in manuscript or cursive to meet district standards.	
<b>3.2.6 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</b>	
1. Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g., self, peers, community).	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
2. Gather, select, and organize information appropriate to a topic, task, and audience.	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
3. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/workplace writing.	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
4. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples.	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
5. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution.	

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<p>6. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters).</p>	
<p>7. Write reports based on research with a cope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations from authoritative sources, and including a works consulted page.</p>	<p>SE: pp. 84-95                      TG: pp. 15-16</p>
<p>8. Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.</p>	
<p>9. Demonstrate the ability to write business letters in correct format and coherent style.</p>	
<p>10. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.</p>	<p>SE: pp. 13, 26, 39, 53, 66, 77, 89                      TG: pp. 7, 10, 15</p>
<p>11. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.</p>	
<p>12. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs).</p>	
<p>13. Demonstrate the development of a personal style and voice in writing.</p>	
<p>14. Review scoring criteria of relevant rubrics.</p>	
<p>15. Develop a collection of writings (e.g., a literacy folder or a literacy portfolio).</p>	

<p style="text-align: center;"><b>Writing</b>  <b>Strands and Cumulative Progress Indicators</b></p>	<p style="text-align: center;"><i>Respond to Literature, Level G</i>  <b>New Readers Press</b></p>
<p><b>STANDARD 3.2</b>—All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. Building upon knowledge and skills gained in the preceding grade, by the end of Grade 7, students will:</p>	
<p><b>3.2.7 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)</b></p>	
<p>1. Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.</p>	
<p>2. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p>	<p>SE: pp. 8–19, 20-32, 33-44, 45-58, 59-71, 72-83, 84-95                      TG: pp. 7-8, 8-9, 9-11, 11-12, 13-14, 14-15, 15-16</p>
<p>3. Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, technology-assisted processes).</p>	<p>SE: pp. 6, 10–13, 22–25, 35–37, 49–51, 61–64, 74–76, 86–88                      TG: p. 13</p>
<p>4. Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.</p>	<p>SE: pp. 17–18, 30–31, 42–43, 56–57, 69–70, 81–82, 93–94                      TG: pp. 7, 9</p>
<p>5. Demonstrate understanding of a scoring rubric to improve and evaluate writing.</p>	<p>SE: p. 7</p>
<p>6. Compose, revise, edit, and publish writing using appropriate word processing software.</p>	<p>SE: pp. 19, 32, 44, 58, 71, 83, 95</p>
<p>7. Reflect on own writing, noting strengths and setting goals for improvement.</p>	<p>SE: pp. 7, 19, 32, 44, 58, 71, 83, 95                      TG: pp. 8, 9, 11,12, 14, 15, 16</p>

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<p><b>3.2.7 B. Writing as a Product (resulting in a formal product or publication)</b></p>	
<p>1. Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.</p>	<p>SE: pp. 8–19, 20-32, 33-44, 45-58, 59-71, 72-83, 84-95                      TG: pp. 7-8, 8-9, 9-11, 11-12, 13-14, 14-15, 15-16</p>
<p>2. Write various types of prose, such as short stories, biographies, autobiographies, or memoirs that contain narrative elements.</p>	
<p>3. Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works consulted page.</p>	<p>SE: pp. 84-95                      TG: pp. 15-16</p>
<p>4. Write a range of essays, including persuasive, speculative (picture prompt), descriptive, personal, or issue-based.</p>	<p>SE: pp. 8–19, 20-32, 33-44                      TG: pp. 7-8, 8-9, 9-11</p>
<p><b>3.2.7 C. Mechanics, Spelling, and Handwriting</b></p>	
<p>1. Use standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling.</p>	<p>SE: pp. 77, 91, 94                      TG: pp. 9, 10, 16</p>
<p>2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style.</p>	<p>SE: p. 67</p>
<p>3. Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis.</p>	
<p>4. Experiment in using subordination, coordination, apposition, and other devices to indicate relationships between ideas.</p>	

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<p>5. Use transition words to reinforce a logical progression of ideas.</p>	<p>SE: pp. 16, 67, 79</p>
<p>6. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.</p>	
<p>7. Use a variety of reference materials, such as dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work.</p>	
<p>8. Write legibly in manuscript or cursive to meet district standards.</p>	
<p><b>3.2.7 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</b></p>	
<p>1. Gather, select, and organize the most effective information appropriate to a topic, task, and audience.</p>	<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>
<p>2. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/workplace or technical writing).</p>	<p>SE: pp. 15, 27, 39, 53, 66, 78, 90</p>
<p>3. Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.</p>	<p>SE: pp. 8–19, 20–32, 33–44, 45–58, 59–71, 72–83, 84–95                      TG: pp. 7–8, 8–9, 9–11, 11–12, 13–14, 14–15, 15–16</p>
<p>4. Write personal narratives, short stories, memoirs, poetry, and persuasive and expository text that relate clear, coherent events or situations through the use of specific details.</p>	
<p>5. Use narrative and descriptive writing techniques that show compositional risks (e.g., dialogue, literary devices, sensory words and phrases, background information, thoughts and feelings of characters, comparison and contrast of characters).</p>	<p>SE: pp. 45–58, 72–83                      TG: pp. 11, 13, 14</p>

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6. Use primary and secondary sources to understand the value of each when writing a research report.	
7. Write reports based on research and include citations, quotations, and works consulted page.	
8. Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences.	
9. Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum.	
10. State a position clearly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.	
11. Present evidence when writing persuasive essays, examples, and justification to support arguments.	
12. Choose an appropriate organizing strategy such as cause/effect, pro and con, or parody to effectively present a topic, point of view, or argument.	SE: pp. 14, 26, 38, 52, 65, 77, 89
13. Develop the use of a personal style and voice effectively to support the purpose and engage the audience with a piece of writing.	SE: pp. 28, 40, 54, 91 TG: pp. 9, 10
14. Maintain a collection of writing (e.g., a literacy folder, or a literacy portfolio).	
15. Review scoring criteria of relevant rubrics.	

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<p><b>STANDARD 3.2</b>—All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. Building upon knowledge and skills gained in the preceding grade, by the end of Grade 8, students will:</p>	
<p><b>3.2.8 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)</b></p>	
<p>1. Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.</p>	
<p>2. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p>	<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>
<p>3. Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, technology-assisted processes).</p>	<p>SE: pp. 6, 10–12, 23–24, 36, 46–48, 58–61, 72–73, 83–85                      TG: p. 12</p>
<p>4. Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.</p>	<p>SE: pp. 17–18, 29–30, 41–42, 53–54, 66–67, 78–79, 90–92</p>
<p>5. Utilize the New Jersey Registered Holistic scoring rubric to improve and evaluate their writing and the writing of peers.</p>	
<p>6. Compose, revise, edit, and publish writing using appropriate word processing software.</p>	
<p>7. Reflect on own writing, noting strengths and setting goals for improvement.</p>	<p>SE: pp. 7, 19, 31, 43, 55, 68, 80, 93, 94, 95                      TG: pp. 8, 9, 11, 12, 13, 14, 16</p>

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<p><b>3.2.8 B. Writing as a Product (resulting in a formal product or publication)</b></p>	
<p>1. Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.</p>	<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>
<p>2. Write various types of prose, such as short stories, biographies, autobiographies, or memoirs that contain narrative elements.</p>	
<p>3. Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works cited page.</p>	<p>SE: pp. 81-93                      TG: pp. 14-16</p>
<p>4. Write a range of essays, including persuasive, speculative (picture prompt), descriptive, personal, or issue-based.</p>	<p>SE: pp. 8–19, 20-31, 32-43, 44-55                      TG: pp. 7-8, 8-9, 10-11, 11-12</p>
<p><b>3.2.8 C. Mechanics, Spelling, and Handwriting</b></p>	
<p>1. Use standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling.</p>	<p>SE: pp. 27, 30                      TG: p. 8</p>
<p>2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style.</p>	<p>SE: pp. 64, 81-82                      TG: p. 15</p>
<p>3. Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis.</p>	
<p>4. Refine the use of subordination, coordination, apposition, and other devices to indicate relationships between ideas.</p>	<p>SE: pp. 15, 64, 76</p>

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5. Use transition words to reinforce a logical progression of ideas.	SE: pp. 15, 64, 76
6. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.	
7. Use a variety of reference materials, such as dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work.	
8. Write legibly in manuscript or cursive to meet district standards.	
<p><b>3.2.8 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</b></p>	
1. Gather, select, and organize the most effective information appropriate to a topic, task, and audience.	SE: pp. 6, 10–12, 23–24, 36, 46–48, 58–61, 72–73, 83–85 TG: p. 12
2. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/workplace or technical writing).	SE: pp. 14, 26, 38, 50, 63, 75, 87 TG: p. 7
3. Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.	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
4. Write personal narratives, short stories, memoirs, poetry, and persuasive and expository text that relate clear, coherent events, or situations through the use of specific details.	
5. Use narrative and descriptive writing techniques that show compositional risks (e.g., dialogue, literary devices, sensory words and phrases, background information, thoughts and feelings of characters, comparison and contrast of characters).	SE: pp. 44–55, 69–80 TG: pp. 9, 12, 14

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6. Use a variety of primary and secondary sources to understand the value of each when writing a research report.	
7. Write reports based on research and include citations, quotations, and works cited page.	SE: pp. 81-93 TG: pp. 14-16
8. Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences.	
9. Demonstrate writing clarity and convincingly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.	SE: pp. 81-93 TG: pp. 14-16
10. State a position clearly and convincingly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.	SE: pp. 81-93 TG: pp. 14-16
11. Present evidence when writing persuasive essays, examples, and justification to support arguments.	SE: pp. 81-93 TG: pp. 14-16
12. Choose an appropriate organizing strategy such as cause/effect, pro and con, parody, to effectively present a topic, point of view, or argument.	SE: pp. 8, 13, 20-21, 25, 32-33, 37, 44, 49, 56-57, 62, 69-70, 74, 81-82, 86 TG: pp. 7, 11, 14, 15
13. Use of a personal style and voice effectively to support the purpose and engage the audience of a piece of writing.	SE: pp. 27, 39, 51, 88 TG: pp. 12, 13
14. Maintain a collection of writing (e.g., a literacy folder, or a literacy portfolio).	
15. Review scoring criteria of relevant rubrics.	

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<p><b>STANDARD 3.2</b>—All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. Building upon knowledge and skills gained in the preceding grade, by the end of Grade 12, students will:</p>	
<p><b>3.2.12 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)</b></p>	
<p>1. Engage in the full writing process by writing daily and for sustained amounts of time.</p>	
<p>2. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.</p>	<p>SE: pp. 9, 10–14, 15–17, 22, 23–28, 29–31, 35, 37–40, 41–43, 51–54, 55–57, 62, 63–67, 68–70, 75, 76–79, 80–82, 87, 88–91, 92–94, 99, 100–103, 104–106                      TG: pp. 7, 9, 10, 14, 15, 16, 17</p>
<p>3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.</p>	<p>SE: pp. 18–19, 32–33, 44–45, 58–59, 71–72, 83–84, 95–96, 107–108                      TG: pp. 8, 11</p>
<p>4. Review and edit work for spelling, usage, clarity, and fluency.</p>	<p>SE: pp. 18–19, 32–33, 44–45, 58–59, 71–72, 83–84, 95–96, 107–108                      TG: pp. 8, 11</p>
<p>5. Use the computer and word-processing software to compose, revise, edit, and publish a piece.</p>	
<p>6. Use a scoring rubric to evaluate and improve own writing and the writing of others.</p>	<p>SE: pp. 7, 111</p>
<p>7. Reflect on own writing and establish goals for growth and improvement.</p>	<p>SE: pp. 7, 20, 34, 46, 60, 73, 85, 97, 109, 110–111                      TG: pp. 8, 10, 11, 13, 14, 16, 17, 18</p>

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<p><b>3.2.12 B. Writing as a Product (resulting in a formal product or publication)</b></p>	
<p>1. Analyze characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing.</p>	<p>SE: pp. 8-20, 21-34, 35-46, 47-60, 61-73, 74-85, 86-97, 98-109                      TG: pp. 7-8, 8-10, 10-11, 11-13, 13-14, 15-16, 16-17, 17-18</p>
<p>2. Critique published works for authenticity and credibility.</p>	
<p>3. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.</p>	<p>SE: pp. 98-109                      TG: pp. 17-18</p>
<p>4. Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism).</p>	
<p>5. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.</p>	
<p>6. Write a literary research paper that synthesizes and cites data using researched information and technology to support writing.</p>	<p>SE: pp. 8-20, 21-34, 35-46, 47-60, 61-73, 74-85, 86-97, 98-109                      TG: pp. 7-8, 8-10, 10-11, 11-13, 13-14, 15-16, 16-17, 17-18</p>
<p>7. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources, such as periodicals, interviews, discourse, and electronic media.</p>	<p>SE: pp. 98-109                      TG: pp. 17-18</p>
<p>8. Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.</p>	<p>SE: pp. 16, 30, 33, 42, 45, 56, 59, 69, 74, 81, 84, 93, 96, 105, 108                      TG: pp. 11, 18</p>

<p style="text-align: center;"><b>Writing</b>  <b>Strands and Cumulative Progress Indicators</b></p>	<p style="text-align: center;"><i>Respond to Literature</i>, Level I  <b>New Readers Press</b></p>
<p>9. Provide compelling openings and strong closure to written pieces.</p>	<p>SE: pp. 7, 15, 29, 41, 55, 68, 80, 92, 104                      TG: p. 7</p>
<p>10. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).</p>	<p>SE: pp. 14, 28, 40, 54, 67, 79, 91, 103                      TG: pp. 9, 15, 16, 18</p>
<p>11. Use the responses of others to review content, organization, and usage for publication.</p>	
<p>12. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.</p>	
<p><b>3.2.12 C. Mechanics, Spelling, and Handwriting</b></p>	
<p>1. Use standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.</p>	<p>SE: p. 89                      TG: p. 16</p>
<p>2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.</p>	<p>SE: pp. 16, 30, 33, 42, 45, 56, 69, 74, 81, 93, 105                      TG: pp. 11, 18</p>
<p>3. Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.</p>	<p>SE: pp. 19, 84, 108</p>
<p>4. Use transition words to reinforce a logical progression of ideas.</p>	<p>SE: pp. 19, 84, 108</p>
<p>5. Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.</p>	<p>SE: pp. 18–19, 32–33, 44–45, 58–59, 71–72, 83–84, 95–96, 107–108                      TG: p. 16</p>
<p>6. Use knowledge of standard English conventions to edit own writing and the writing of others for correctness.</p>	<p>TG: p. 18</p>

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<p>7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.</p>	
<p>8. Write legibly in manuscript or cursive to meet district standards.</p>	
<p><b>3.2.12 D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</b></p>	
<p>1. Employ the most effective writing formats and strategies for the purpose and audience.</p>	<p>SE: pp. 14, 28, 40, 54, 67, 79, 91, 103                      TG: pp. 9, 15, 16, 18</p>
<p>2. Demonstrate command in a variety of writing genres, such as:</p> <ul style="list-style-type: none"> <li>▶ Persuasive essay</li> <li>▶ Personal narrative</li> <li>▶ Research report</li> <li>▶ Literary research paper</li> <li>▶ Descriptive essay</li> <li>▶ Critique</li> <li>▶ Response to literature</li> <li>▶ Parody of a particular narrative style (fable, myth, short story)</li> <li>▶ Poetry</li> </ul>	<p>SE: pp. 8-20, 21-34, 35-46, 47-60, 61-73, 74-85, 86-97, 98-109                      TG: pp. 7-8, 8-10, 10-11, 11-13, 13-14, 15-16, 16-17, 17-18</p>
<p>3. Evaluate the impact of an author’s decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.</p>	<p>SE: pp. 47-60, 74-85                      TG: pp. 11-13, 15-16</p>
<p>4. Apply all copyright laws to information used in written work.</p>	
<p>5. When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles.</p>	<p>SE: pp. 15, 29, 41, 55, 68, 80, 92, 104                      TG: p. 7</p>

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<p>6. Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, and college applications.</p>	
<p>7. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.</p>	<p>SE: pp. 7, 20, 34, 46, 60, 73, 85, 97, 109, 110–111                      TG: pp. 8, 10, 11, 13, 14, 16, 17, 18</p>

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<p><b>STANDARD 3.2</b>—All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. Building upon knowledge and skills gained in the preceding grade, by the end of Grade 12, students will:</p>	
<p><b>3.2.12 A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)</b></p>	
<p>1. Engage in the full writing process by writing daily and for sustained amounts of time.</p>	
<p>2. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.</p>	<p>SE: pp. 9, 10–13, 14–16, 21, 22–27, 28–30, 35, 36–40, 41–43, 48–49, 50–54, 55–57, 62, 63–65, 66–68, 73, 75–77, 78–80, 85, 86–89, 90–92, 97, 98–102, 103–105                      TG: pp. 7, 9, 10–11, 12, 13–14, 15–16, 17, 18, 19</p>
<p>3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.</p>	<p>SE: pp. 17–18, 31–32, 44–45, 58–59, 69–70, 81–82, 93–94, 106–108</p>
<p>4. Review and edit work for spelling, usage, clarity, and fluency.</p>	<p>SE: pp. 17–18, 31–32, 44–45, 58–59, 69–70, 81–82, 93–94, 106–108</p>
<p>5. Use the computer and word-processing software to compose, revise, edit, and publish a piece.</p>	
<p>6. Use a scoring rubric to evaluate and improve own writing and the writing of others.</p>	<p>SE: pp. 7, 111</p>
<p>7. Reflect on own writing and establish goals for growth and improvement.</p>	<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>
<p><b>3.2.12 B. Writing as a Product (resulting in a formal product or publication)</b></p>	
<p>1. Analyze characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing.</p>	<p>SE: pp. 8–19, 20–33, 34–46, 47–60, 61–71, 72–83, 84–95, 96–109                      TG: pp. 7–8, 8–10, 10–11, 11–13, 13–15, 15–16, 16–18, 18–19</p>

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2. Critique published works for authenticity and credibility.	
3. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.	SE: pp. 96-109 TG: pp. 18-19
4. Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism).	
5. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.	
6. Write a literary research paper that synthesizes and cites data using researched information and technology to support writing.	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
7. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources, such as periodicals, interviews, discourse, and electronic media.	SE: pp. 96-109 TG: pp. 18-19
8. Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.	SE: pp. 15, 29, 42, 47-60, 67, 72-83, 91, 104 TG: p. 13
9. Provide compelling openings and strong closure to written pieces.	SE: pp. 7, 14, 28, 41, 55, 66, 78, 90, 103 TG: pp. 8, 18
10. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).	SE: pp. 13, 27, 40, 54, 65, 77, 89, 102 TG: pp. 9, 11, 14, 16, 17, 18

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<p>2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.</p>	<p>SE: pp. 15, 29, 42, 47–60, 67, 72–83, 91, 104                      TG: p. 13</p>
<p>3. Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.</p>	<p>SE: pp. 15, 67, 79, 104</p>
<p>4. Use transition words to reinforce a logical progression of ideas.</p>	<p>SE: pp. 15, 67, 79, 104</p>
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<p>1. Employ the most effective writing formats and strategies for the purpose and audience.</p>	<p>SE: pp. 13, 27, 40, 54, 65, 77, 89, 102                      TG: pp. 9, 11, 14, 16, 17, 18</p>
<p>2. Demonstrate command in a variety of writing genres, such as:</p> <ul style="list-style-type: none"> <li>▶ Persuasive essay</li> <li>▶ Personal narrative</li> <li>▶ Research report</li> <li>▶ Literary research paper</li> <li>▶ Descriptive essay</li> <li>▶ Critique</li> <li>▶ Response to literature</li> <li>▶ Parody of a particular narrative style (fable, myth, short story)</li> <li>▶ Poetry</li> </ul>	<p>SE: pp. 8-19, 20-33, 34-46, 47-60, 61-71, 72-83, 84-95, 96-109                      TG: pp. 7-8, 8-10, 10-11, 11-13, 13-15, 15-16, 16-18, 18-19</p>
<p>3. Evaluate the impact of an author’s decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.</p>	<p>SE: pp. 47-60, 72-83                      TG: pp. 11-13, 15-16</p>
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