

**CORRELATION OF
THE NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS
AND HOW TO WRITE CLEAR SENTENCES: A SELF-PACED TEXT**

The National Standards for the English Language Arts are sponsored by the National Council of the Teachers of English and the International Reading Association. The standards are based on the view that the development of appropriate language skills is essential if students are to become productive members of society.

The National Standards consist of a list of twelve items.

Standard	Reference in the How To Text
1. Students read a wide range of print and non-print texts to build an understanding of themselves, and of the cultures of the United States and the world; to acquire new information to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.	No direct correlation, although to master the text students must read, comprehend, and synthesize the information in it
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e. g., philosophical, ethical, aesthetic) of human experience.	No direct correlation
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e. g., sound-letter correspondence, sentence structure, context, graphics).	All nine units of the text relate to an understanding and mastery of clear, correct sentence structure.
4. Students adjust their use of spoken, written, and visual language (e. g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	Units 8 and 9 of the text teach the conventions of punctuation and capitalization. All nine units teach clear sentence style.
5. Students employ a wide range of strategies as they write and use different writing elements appropriately to communicate with different audiences for a variety of purposes.	No direct correlation, although clear, correct sentence structure is the underpinning of effective writing
6. Students apply knowledge of language structure, language conventions (e. g. spelling and punctuation), media techniques, figurative language, and genre to	All nine units of the text teach language structure (i. e. clear sentence structure). Units 8

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create, critique, and discuss print and non-print texts.	and 9 teach the conventions of punctuation and capitalization.
7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e. g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.	No direct correlation, although to master the text students must read, comprehend, and synthesize the information in it
8. Students use a variety of technological and information resources (e. g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.	No direct correlation
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.	No direct correlation
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.	All nine units of the text help students whose first language is not English make use of their first language to develop competency in the English language arts since the text teaches using common grammatical terminology.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	No direct correlation
12. Students use spoken, written, and visual language to accomplish their own purposes (e. g., for learning, enjoyment, persuasion, and the exchange of information.)	All nine units help students master the art of written language.