

**Arkansas State Content Standards
correlated to
Merit Software Process Writing Programs**

The Arkansas Language Arts Framework and the Arkansas Mathematics Framework are the first two documents to be completed as part of a planned and continuous revision cycle. The revised frameworks were written by Arkansas teachers, as were the original framework documents. Some changes through revision are noteworthy. For example, the Arkansas Language Arts Framework replaces the two older English Language Arts and Reading Frameworks. Also, the revised Language Arts Frameworks now has three strands, or essential categories, instead of four.

Merit’s Process Writing programs address the following Arkansas State Content Standards:

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Grade 5

Strand	Content Standard	Student Learning Expectations	Merit Software
Writing - Prewriting	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.5.1 Generate ideas using such strategies as reading, discussing, <i>focused free-writing</i>, observing, and brainstorming</p> <p>W.4.5.2 Organize ideas by using such graphic organizers as webbing, mapping, and formal outlining with main topics</p> <p>W.4.5.3 Demonstrate an awareness of purpose and audience with emphasis on <i>expository</i> and letter writing</p> <p>W.4.5.4 Use available technology to access information by using a card catalog</p>	Paragraph Punch, Essay Punch, Writing about Reading
Writing - Drafting	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.5.5 Use prewriting to draft <i>expository</i> paragraphs within an essay with emphasis on the following: Central idea Explanation Elaboration Unity Purpose and audience</p> <p>W.4.5.6 Organize <i>expository</i> paragraphs that include a topic sentence, supporting details, and a concluding sentence</p> <p>W.4.5.7 Create an effective lead sentence for each paragraph by using such features as questions or exclamations</p>	Paragraph Punch, Essay Punch, Writing about Reading

Writing - Revising	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.5.8 Revise content for</p> <ul style="list-style-type: none"> • Central Idea • Organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.) • Unity • Elaboration • Clarity <p>W.4.5.9 Revise <i>style</i> for</p> <ul style="list-style-type: none"> • Sentence variety • <i>Tone</i> • <i>Voice</i> • Selected vocabulary • Selected information <p>W.4.5.10 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, <i>rubric</i>, and/or reference materials (e.g., dictionary, thesaurus, etc.)</p>	Paragraph Punch, Essay Punch, Writing about Reading
Writing - Editing	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.5.11 Edit individually or in groups for appropriate grade-level conventions, within the following features:</p> <ul style="list-style-type: none"> • <i>Sentence formation</i> • Completeness • Absence of fused sentences • Expansion through standard coordination and modifiers • <i>Embedding</i> through standard subordination and modifiers • Standard word order • <i>Usage</i> • Standard inflections • Agreement • Word meaning • Conventions • <i>Mechanics</i> • Capitalization • Punctuation • Formatting • Spelling 	Paragraph Punch, Essay Punch, Writing about Reading

Writing - Publishing	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.5.12 Use available technology for sharing and/or publication W.4.5.13 Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations W.4.5.14 Publish/share according to purpose and audience	Paragraph Punch, Essay Punch, Writing about Reading
Writing – Purposes and Audiences	Standard 5: Purpose, Topics, Forms and Audiences Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.	W.5.5.1 Write to describe, to inform, to entertain, to explain, and to persuade W.5.5.2 Select the form of writing that addresses the intended audience	Paragraph Punch, Essay Punch, Writing about Reading
Writing- Topics and Forms	Standard 5: Purpose, Topics, Forms and Audiences Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.	W.5.5.3 Create <i>expository</i> , narrative, descriptive, and persuasive writings W.5.5.4 Write poems using a variety of techniques/devices, with emphasis on writing patterned and rhymed poetry W.5.5.5 Write research reports using summarizing and paraphrasing W.5.5.6 Write to reflect ideas/ interpretations of multicultural and universal themes and concepts W.5.5.7 Write with and without prompts for a sustained period of time W.5.5.8 Write in response to literature W.5.5.9 Write on demand with or without prompt within a given time frame W.5.5.10 Write across the curriculum	Paragraph Punch, Essay Punch, Writing about Reading

<p>Writing – Sentence Formation</p>	<p>Standard 6: Conventions Students shall apply knowledge of Standard English conventions in written work.</p>	<p>W.6.5.1 Use a variety of simple and compound sentences of varied lengths</p> <p>W.6.5.2 Use different <i>kinds of sentences</i></p> <ul style="list-style-type: none"> • Declarative • Interrogative • Imperative • Exclamatory <p>W.6.5.3 Use compound subjects and predicates to combine simple sentences for more effective writing <i>style</i></p> <p>W.6.5.4 Define, identify, and use natural and inverted sentence order for emphasis and variety</p> <p>W.6.5.5 Identify and correct fragments and run-ons</p> <p>W.6.5.6 Define and identify the parts of speech to construct effective sentences</p> <ul style="list-style-type: none"> • Common and proper nouns • Pronouns to avoid repetition • Active and linking verbs • Adjectives to modify nouns and pronouns • Adverbs to modify verbs, adjectives, and other adverbs • Conjunctions to join • Interjections for excitement <p>Prepositions to indicate relationships</p>	<p>Paragraph Punch, Essay Punch, Writing about Reading</p>
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<p>Writing - Purposefully shaping and controlling language</p>	<p>Standard 7: Craftsmanship Students shall develop personal style and voice as they approach the craftsmanship of writing.</p>	<p>W.7.5.1 Use figurative language purposefully, such as simile and metaphor, to shape and control language</p> <p>W.7.5.2 Use a variety of <i>sentence types</i> and lengths (see Conventions Standard 6)</p> <p>W.7.5.3 Use transition words</p> <p>W.7.5.4 Use purposeful vocabulary for emphasis or elaboration</p> <p>W.7.5.5 Create a strong lead and conclusion</p> <p>W.7.5.6 Use logical sequence</p> <p>W.7.5.7 Use writer's checklist or scoring guides/<i>rubrics</i> to improve written work</p> <p>W.7.5.8 Self-evaluate writing using checklists or scoring guides/<i>rubrics</i></p>	<p>Paragraph Punch, Essay Punch, Writing about Reading</p>
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Strand	Content Standard	Student Learning Expectations	Merit Software
Writing - Prewriting	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.6.1 Generate ideas using such strategies as reading, discussing, <i>focused free-writing</i>, observing, brainstorming, and reading logs</p> <p>W.4.6.2 Organize ideas by using such graphic organizers as webbing, mapping, charts/graphs, and formal outlining with main topics and sub-topics</p> <p>W.4.6.3 Demonstrate an awareness of purpose and audience for all modes of written <i>discourse</i></p> <p>W.4.6.4 Use available technology to access information by using a card catalog and the Internet</p>	Paragraph Punch, Essay Punch, Writing about Reading
Writing - Drafting	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.6.5 Use prewriting to draft <i>expository</i> paragraphs with emphasis on the following:</p> <ul style="list-style-type: none"> • Central idea • Explanation • Elaboration • Unity • Purpose and audience <p>W.4.6.6 Organize <i>expository</i> paragraphs that include a topic sentence, supporting details, and a concluding sentence</p> <p>W.4.6.7 Create an effective lead sentence for each paragraph by using such features as a factual statement or an unusual statement about the topic</p>	Paragraph Punch, Essay Punch, Writing about Reading

Writing - Revising	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.6.8 Revise content for</p> <ul style="list-style-type: none"> • Central Idea • Organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.) • Unity • Elaboration • Clarity <p>W.4.6.9 Revise <i>style</i> for</p> <ul style="list-style-type: none"> • Sentence variety • <i>Tone</i> • <i>Voice</i> • Selected vocabulary • Selected information <p>W.4.6.10 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, <i>rubric</i>, and/or reference materials (e.g., dictionary, thesaurus, etc.)</p>	Paragraph Punch, Essay Punch, Writing about Reading
Writing - Editing	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.6.11 Edit individually or in groups for appropriate grade-level conventions, within the following features:</p> <p><i>Sentence formation</i></p> <ul style="list-style-type: none"> Completeness Absence of fused sentences Expansion through standard coordination and modifiers <i>Embedding</i> through standard subordination and modifiers Standard word order <p><i>Usage</i></p> <ul style="list-style-type: none"> Standard inflections Agreement Word meaning Conventions <p><i>Mechanics</i></p> <ul style="list-style-type: none"> Capitalization Punctuation Formatting Spelling 	Paragraph Punch, Essay Punch, Writing about Reading

Writing - Publishing	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.6.12 Use available technology for sharing and/or publication W.4.6.13 Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations W.4.6.14 Publish/share according to purpose and audience	Paragraph Punch, Essay Punch, Writing about Reading
Writing – Purposes and Audiences	Standard 5: Purpose, Topics, Forms and Audiences Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.	W.5.6.1 Write to describe, to inform, to entertain, to explain, and to persuade W.5.6.2 Select the form of writing that addresses the intended audience	Paragraph Punch, Essay Punch, Writing about Reading
Writing- Topics and Forms	Standard 5: Purpose, Topics, Forms and Audiences Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.	W.5.6.3 Create <i>expository</i> , narrative, descriptive, and persuasive writings W.5.6.4 Write poems using a variety of techniques/devices, with emphasis on narrative, including ballads W.5.6.5 Write research reports using a variety of sources, summarizing, and paraphrasing W.5.6.6 Write to reflect ideas/ interpretations of multicultural and universal themes and concepts W.5.6.7 Write with and without prompts for a sustained period of time W.5.6.9 Write on demand with or without prompt within a given time frame W.5.6.10 Write across the curriculum	Paragraph Punch, Essay Punch, Writing about Reading

<p>Writing – Sentence Formation</p>	<p>Standard 6: Conventions Students shall apply knowledge of Standard English conventions in written work.</p>	<p>W.6.6.1 Use a variety of simple and compound sentences of varied lengths</p> <p>W.6.6.2 Use different <i>kinds of sentences</i></p> <ul style="list-style-type: none"> • Declarative • Interrogative • Imperative • Exclamatory <p>W.6.6.3 Use compound sentence elements (e.g., subjects, predicates, complements, and complete sentences, etc.) to combine sentences for more effective writing <i>style</i></p> <p>W.6.6.4 Define, identify, and use natural and inverted sentence order for emphasis and variety</p> <p>W.6.6.5 Identify and correct fragments and run-ons</p> <p>W.6.6.6 Use knowledge of the parts of speech to construct effective sentences</p> <ul style="list-style-type: none"> • Common and proper nouns • Pronouns to avoid repetition • Active and linking verbs • Adjectives to modify nouns and pronouns • Adverbs to modify verbs, adjectives, and other adverbs • Coordinate conjunctions to join • Interjections for excitement <p>Prepositions to indicate relationships</p>	<p>Paragraph Punch, Essay Punch, Writing about Reading</p>
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<p>Writing - Purposefully shaping and controlling language</p>	<p>Standard 7: Craftsmanship Students shall develop personal style and voice as they approach the craftsmanship of writing.</p>	<p>W.7.6.1 Use figurative language purposefully, such as onomatopoeia, to shape and control language to affect readers</p> <p>W.7.6.2 Use a variety of <i>sentence types</i> and lengths (see Conventions Standard 6)</p> <p>W.7.6.3 Use word or sentence repetition for effect</p> <p>W.7.6.4 Use transition words/ phrases</p> <p>W.7.6.5 Use purposeful vocabulary with emphasis on developing <i>style</i></p> <p>W.7.6.6 Create a strong lead and conclusion</p> <p>W.7.6.7 Narrow the time focus of a piece of writing</p> <p>W.7.6.8 Use writer's checklist or scoring guides/<i>rubrics</i> to improve written work</p> <p>W.7.6.9 Self-evaluate writing using checklists or scoring guides/<i>rubrics</i></p>	<p>Paragraph Punch, Essay Punch, Writing about Reading</p>
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Grade 7

Strand	Content Standard	Student Learning Expectations	Merit Software
Writing - Prewriting	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.7.1 Generate ideas by selecting and applying appropriate prewriting strategies which shall include reading, discussing, observing, brainstorming, <i>focused and unfocused free-writing</i>, and reading/learning logs</p> <p>W.4.7.2 Organize ideas by using such graphic organizers as webbing, mapping charts/graphs, Venn diagrams, and formal outlining with main topics and sub-topics</p> <p>W.4.7.3 Determine a focus and an <i>organizational structure</i> based on purpose, audience, length, and required format for <i>expository</i>, narrative, and descriptive writing</p> <p>W.4.7.4 Use available technology to access information by using a card catalog and multiple Internet sources</p>	Paragraph Punch, Essay Punch, Writing about Reading
Writing - Drafting	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.7.5 Create a draft for <i>expository</i> writing with emphasis on organization by paragraphs - introduction, main points with elaboration, and conclusion—</p> <p>W.4.7.6 Create a draft for <i>narrative</i> writing that includes dialogue</p> <p>W.4.7.7 Create an effective lead paragraph by using dialogue or a description of a character or setting</p>	Paragraph Punch, Essay Punch, Writing about Reading

Writing - Revising	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.7.8 Revise content for</p> <ul style="list-style-type: none"> • Central Idea • Organization • Unity • Elaboration (e.g., explanation, examples, description, etc.) • Clarity <p>W.4.7.9 Revise <i>style</i> for</p> <ul style="list-style-type: none"> • Sentence variety • <i>Tone</i> • <i>Voice</i> • Selected vocabulary • Selected information <p>W.4.7.10 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist <i>rubric</i>, and/or reference materials (e.g., dictionary, thesaurus, etc.)</p>	Paragraph Punch, Essay Punch, Writing about Reading
Writing - Editing	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.7.11 Edit individually or in groups for appropriate grade-level conventions, within the following features:</p> <ul style="list-style-type: none"> <i>Sentence formation</i> Completeness Absence of fused sentences Expansion through standard coordination and modifiers <i>Embedding</i> through standard subordination and modifiers Standard word order <i>Usage</i> Standard inflections Agreement Word meaning Conventions <i>Mechanics</i> Capitalization Punctuation Formatting Spelling 	Paragraph Punch, Essay Punch, Writing about Reading

Writing - Publishing	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.7.12 Use available technology to experiment with various formats for a final written product W.4.7.13 Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations W.4.7.14 Publish/share according to purpose and audience	Paragraph Punch, Essay Punch, Writing about Reading
Writing – Purposes and Audiences	Standard 5: Purpose, Topics, Forms and Audiences Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.	W.5.7.1 Write to develop narrative, <i>expository</i> , descriptive, and persuasive pieces W.5.7.2 Select the form of writing that addresses the intended audience	Paragraph Punch, Essay Punch, Writing about Reading
Writing- Topics and Forms	Standard 5: Purpose, Topics, Forms and Audiences Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.	W.5.7.3 Create <i>expository</i> , narrative, descriptive, and persuasive writings W.5.7.4 Write poems using a variety of techniques/devices, with emphasis on lyric poetry W.5.7.5 Write research reports and document sources, summarizing, and paraphrasing W.5.7.6 Write to reflect ideas/ interpretations of multicultural and universal themes and concepts W.5.7.7 Write with and without prompts for a sustained period of time W.5.7.8 Write responses to literature that demonstrate understanding or interpretation W.5.7.9 Write on demand with or without prompt within a given time frame W.5.7.10 Write across the curriculum	Paragraph Punch, Essay Punch, Writing about Reading

<p>Writing – Sentence Formation</p>	<p>Standard 6: Conventions Students shall apply knowledge of Standard English conventions in written work.</p>	<p>W.6.7.1 Vary sentence structure by using simple, compound, and complex sentences and different <i>kinds of sentences</i></p> <ul style="list-style-type: none"> • Declarative • Interrogative • Imperative • Exclamatory <p>W.6.7.2 Write effective sentences by <i>embedding</i> clauses, prepositional and appositive phrases, and all compound elements</p> <p>W.6.7.3 Use phrases and clauses to invert sentence order for emphasis and variety</p> <p>W.6.7.4 Correct fragments, run-ons, comma splices, and fused sentences</p> <p>W.6.7.5 Analyze personal and peer <i>sentence formation</i> for effective use of the parts of speech</p> <p>Precise nouns Pronouns</p> <ul style="list-style-type: none"> • Demonstrative • Compound personal • Reflexive • Intensive • Personal • Interrogative • Relative • Indefinite <p>Active and linking verbs Adjectives</p> <ul style="list-style-type: none"> • Possessive • Article • Interrogative • Numeral • Demonstrative • Indefinite • Descriptive <p>Adverbs</p> <ul style="list-style-type: none"> • Manner • Time • Place • Degree • Negative • Interrogative <p>Conjunctions</p> <ul style="list-style-type: none"> • Coordinate • Correlative • Subordinate <p>Interjections</p>	<p>Paragraph Punch, Essay Punch, Writing about Reading</p>
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<p>Writing - Purposefully shaping and controlling language</p>	<p>Standard 7: Craftsmanship Students shall develop personal style and voice as they approach the craftsmanship of writing.</p>	<p>W.7.5.1 Use figurative language purposefully, such as simile and metaphor, to shape and control language</p> <p>W.7.5.2 Use a variety of <i>sentence types</i> and lengths (see Conventions Standard 6)</p> <p>W.7.5.3 Use transition words</p> <p>W.7.5.4 Use purposeful vocabulary for emphasis or elaboration</p> <p>W.7.5.5 Create a strong lead and conclusion</p> <p>W.7.5.6 Use logical sequence</p> <p>W.7.5.7 Use writer's checklist or scoring guides/<i>rubrics</i> to improve written work</p> <p>W.7.5.8 Self-evaluate writing using checklists or scoring guides/<i>rubrics</i></p>	<p>Paragraph Punch, Essay Punch, Writing about Reading</p>
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Grade 8

Strand	Content Standard	Student Learning Expectations	Merit Software
Writing - Prewriting	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.8.1 Self select and apply an appropriate prewriting strategy for a variety of writing purposes across the curriculum, with emphasis on interviewing, note-taking, and gathering data</p> <p>W.4.8.2 Organize ideas by using such graphic organizers as charts/graphs, and formal outlining with main topics, sub-topics, and details</p> <p>W.4.8.3 Select a focus and an <i>organizational structure</i> based on purpose, audience, length, and required format for <i>expository</i>, narrative, descriptive, and persuasive writing</p> <p>W.4.8.4 Use available technology to access information and to document interviews</p>	Paragraph Punch, Essay Punch, Writing about Reading
Writing - Drafting	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.8.5 Create a draft with emphasis on persuasive and <i>expository</i> organization</p> <p>W.4.8.6 Create an effective lead paragraph by using quotes, description, or questions with the last sentence as a thesis statement</p>	Paragraph Punch, Essay Punch, Writing about Reading

Writing - Revising	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.8.7 Revise content for</p> <ul style="list-style-type: none"> • Central Idea • Organization • Unity • Elaboration • Clarity <p>W.4.8.8 Revise <i>style</i> for</p> <ul style="list-style-type: none"> • Sentence variety • <i>Tone</i> (e.g., sense of audience, etc.) • <i>Voice</i> (e.g., specificity, vividness, rhythm of piece, writer’s attitude and presence, etc.) • Selected vocabulary • Selected information <p>W.4.8.9 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist <i>rubric</i>, and/or reference materials (e.g., dictionary, thesaurus, etc.)</p>	Paragraph Punch, Essay Punch, Writing about Reading
Writing - Editing	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.8.10 Edit individually or in groups for appropriate grade-level conventions, within the following features:</p> <p><i>Sentence formation</i> Completeness Absence of fused sentences Expansion through standard coordination and modifiers <i>Embedding</i> through standard subordination and modifiers Standard word order</p> <p><i>Usage</i> Standard inflections Agreement Word meaning Conventions</p> <p><i>Mechanics</i> Capitalization Punctuation Formatting Spelling</p>	Paragraph Punch, Essay Punch, Writing about Reading

Writing - Publishing	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.8.11 Use available technology to create a product and communicate knowledge W.4.8.12 Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations W.4.8.13 Publish/share according to purpose and audience	Paragraph Punch, Essay Punch, Writing about Reading
Writing – Purposes and Audiences	Standard 5: Purpose, Topics, Forms and Audiences Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.	W.5.8.1 Develop multiple works in a variety of modes of <i>discourse</i> W.5.8.2 Select the form of writing that addresses the intended audience	Paragraph Punch, Essay Punch, Writing about Reading
Writing- Topics and Forms	Standard 5: Purpose, Topics, Forms and Audiences Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.	W.5.8.3 Create <i>expository</i> , narrative, descriptive, and persuasive writings W.5.8.4 Write poems using a variety of techniques/devices, with emphasis on <i>free verse</i> W.5.8.5 Write research reports that include a thesis and use a variety of sources W.5.8.6 Write to reflect ideas/interpretations of multicultural and universal themes and concepts W.5.8.7 Write with and without prompts for a sustained period of time W.5.8.8 Write responses to literature that demonstrate understanding or interpretation W.5.8.9 Write on demand with or without prompt within a given time frame W.5.8.10 Write across the curriculum	Paragraph Punch, Essay Punch, Writing about Reading

<p>Writing – Sentence Formation</p>	<p>Standard 6: Conventions Students shall apply knowledge of Standard English conventions in written work.</p>	<p>W.6.8.1 Vary sentence structure by using simple, compound, complex, and compound-complex sentences and different <i>kinds of sentences</i></p> <ul style="list-style-type: none"> • Declarative • Interrogative • Imperative • Exclamatory <p>W.6.8.2 Write more effective sentences by using all compound elements and by <i>embedding</i> clauses and prepositional, appositive, and verbal phrases</p> <p>W.6.8.3 Use clauses and phrases, including verbal, to invert sentence order for emphasis and variety</p> <p>W.6.8.4 Correct fragments, run-ons, comma splices, and fused sentences</p> <p>W.6.8.5 Evaluate personal, peer, or literature-based <i>sentence formation</i> for effective use of the parts of speech</p> <ul style="list-style-type: none"> • Precise nouns • Pronouns to avoid repetition • Verbs • Transitive active • Transitive passive • Intransitive linking • Intransitive complete • Adjectives to modify nouns and pronouns • Adverbs to modify verbs, adjectives, and other adverbs • Conjunctions • Coordinate • Correlative • Subordinate • Interjections for excitement <p>Prepositions to indicate relationships</p>	<p>Paragraph Punch, Essay Punch, Writing about Reading</p>
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<p>Writing - Purposefully shaping and controlling language</p>	<p>Standard 7: Craftsmanship Students shall develop personal style and voice as they approach the craftsmanship of writing.</p>	<p>W.7.8.1 Use figurative language purposefully, such as <i>alliteration</i> and <i>assonance</i>, to shape and control language to affect readers</p> <p>W.7.8.2 Use a variety of <i>sentence types</i> and lengths (see Conventions Standard 6)</p> <p>W.7.8.3 Use repetition for effect</p> <p>W.7.8.4 Use transition words/ phrases</p> <p>W.7.8.5 Use purposeful vocabulary with emphasis on developing <i>tone</i></p> <p>W.7.8.6 Create an effective lead and conclusion</p> <p>W.7.8.7 Use flashback/time transitions</p> <p>W.7.8.8 Use dialogue effectively</p> <p>W.7.8.9 Use anecdotes and quotes</p> <p>W.7.8.10 Use scoring guides or <i>rubrics</i> to improve all aspects of written projects</p> <p>W.7.8.11 Self-evaluate writing</p>	<p>Paragraph Punch, Essay Punch, Writing about Reading</p>
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Grade 9

Strand	Content Standard	Student Learning Expectations	Merit Software
<p>Writing – Prewriting</p>	<p>Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.</p>	<p>W.4.9.1 Generate, gather, and organize ideas for writing</p> <p>W.4.9.2 Plan and organize writing to address a specific audience and purpose with emphasis on narration</p>	<p>Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch</p>

Writing-Drafting	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.9.3 Communicate clearly the purpose of the writing W.4.9.4 Write clear and varied sentences W.4.9.5 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information W.4.9.6 Adapt content vocabulary, <i>voice</i> , and <i>tone</i> to audience, purpose, and situation W.4.9.7 Arrange paragraphs into a logical progression with appropriate transition	Writing for Business, Business Letter Punch
Writing – Revising	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.9.8 Revise content of writing for central idea, elaboration, unity, and organization W.4.9.9 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i> and <i>voice</i> W.4.9.10 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences	Writing about Reading
Writing – Editing	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.9.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions W.4.9.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling	Writing about Reading
Writing - Publishing	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.9.13 Refine selected pieces frequently to publish for intended audiences and purposes W.4.9.14 Maintain a writing <i>portfolio</i> that exhibits growth and reflection in the progress of meeting goals and	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch

		<p>expectations</p> <p>W.4.9.15 Use available technology for all aspects of the <i>writing process</i></p>	
Writing – Purposes and Audiences	<p>Standard 5: Purpose, Topics, Forms and Audiences</p> <p>Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.</p>	<p>W.5.9.1 Adjust levels of formality, <i>style</i>, and <i>tone</i> when composing for different audiences</p>	<p>Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch</p>
Writing- Topics and Forms	<p>Standard 5: Purpose, Topics, Forms and Audiences</p> <p>Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.</p>	<p>W.5.9.2 Write biographies or autobiographies that</p> <ul style="list-style-type: none"> • communicate the significance of the events and characters • specify scenes and incidents in specific places • describe using sensory details • pace time and mood • maintain consistency in <i>point of view</i> <p>W.5.9.3 Write <i>expository</i> compositions, including analytical essays and research reports that</p> <ul style="list-style-type: none"> • assemble and convey evidence in support of the thesis <p>W.5.9.4 Write using <i>rhetorical strategies</i> with special emphasis on definition, narration, description, exemplification, and compare/contrast</p> <p>W.5.9.5 Write a variety of letters including letter of apology that</p> <ul style="list-style-type: none"> • follow a conventional format • address the intended audience • provide clear, purposeful information <p>W.5.9.6 Write poems using a range of poetic techniques, forms, and figurative language, emphasizing <i>narrative</i> poetry</p>	<p>Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch</p>

		<p>W.5.9.7 Write responses to literature that</p> <ul style="list-style-type: none"> • articulate the significant ideas of literary works • support important ideas with evidence from text <p>W.5.9.8 Write on demand to a specified prompt within a given time frame</p> <p>W.5.9.9 Write across the curriculum</p>	
Writing – Sentence Formation	Standard 6: Conventions Students shall apply knowledge of Standard English conventions in written work.	<p>W.6.9.1 Use knowledge of types of clauses (main, subordinate)</p> <p>W.6.9.2 Use parallel structures</p> <p>W.6.9.3 Use knowledge of types of verbals (gerunds, infinitives, participles)</p>	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch
Writing - Purposefully shaping and controlling language	Standard 7: Craftsmanship Students shall develop personal style and voice as they approach the craftsmanship of writing.	<p>W.7.9.1 Use figurative language effectively with emphasis on simile and personification</p> <p>W.7.9.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest</p> <p>W.7.9.3 Consider purpose, speaker, audience, and form when completing assignments emphasizing narration</p> <p>W.7.9.4 Demonstrate organization, unity, and coherence by using direct transitions and sequencing</p> <p>W.7.9.5 Use extension and elaboration to develop an idea emphasizing the use of appositives</p> <p>W.7.9.6 Use <i>concrete information</i> for elaboration</p> <p>W.7.9.7 Use precise word choices that convey specific meaning</p>	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch

		<p>W.7.9.8 Personalize writing to convey <i>voice</i> in formal and informal pieces</p> <p>W.7.9.9 Evaluate own writing to determine the best features of a piece of writing</p>	
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Grade 10

Strand	Content Standard	Student Learning Expectations	Merit Software
Writing – Prewriting	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.10.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on description	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch
Writing-Drafting	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.10.2 Communicate clearly the purpose of the writing</p> <p>W.4.10.3 Write clear and varied sentences</p> <p>W.4.10.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information</p> <p>W.4.10.5 Adapt content vocabulary, <i>voice</i> and <i>tone</i> to audience, purpose, and situation</p> <p>W.4.10.6 Arrange paragraphs into a logical progression with appropriate transition</p>	Writing for Business, Business Letter Punch
Writing – Revising	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	<p>W.4.10.7 Revise content of writing for central idea, elaboration, unity, and organization</p> <p>W.4.10.8 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i>, and <i>voice</i></p>	Writing about Reading

		W.4.10.9 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order and absence of fused sentences	
Writing – Editing	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.10.10 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions W.4.10.11 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling	Writing about Reading
Writing - Publishing	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.10.12 Refine selected pieces frequently to publish for intended audiences and purposes W.4.10.13 Maintain a writing <i>portfolio</i> that exhibits growth and reflection in the progress of meeting goals and expectations W.4.10.14 Use available technology for all aspects of the <i>writing process</i>	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch
Writing – Purposes and Audiences	Standard 5: Purpose, Topics, Forms and Audiences Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.	W.5.10.1 Adjust levels of formality, <i>style</i> , and <i>tone</i> when composing for different audiences	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch
Writing- Topics and Forms	Standard 5: Purpose, Topics, Forms and Audiences Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.	W.5.10.2 Write short stories that <ul style="list-style-type: none"> • communicate the significance of the events and characters • specify scenes and incidents in specific places • describe using sensory details • pace time and mood • maintain consistency in <i>point of view</i> W.5.10.3 Write <i>expository</i> compositions, including analytical essays, and research reports that <ul style="list-style-type: none"> • assemble and convey 	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch

		<p>evidence in support of the thesis</p> <ul style="list-style-type: none"> • make distinctions between the relative value and significance of data, facts, and ideas <p>W.5.10.4 Write using <i>rhetorical strategies</i> with special emphasis on exemplification, process/analysis, compare/contrast, and argumentation/persuasion</p> <p>W.5.10.5 Write a variety of letters, including letters of complaint, that</p> <ul style="list-style-type: none"> • follow a conventional format • address the intended audience • provide clear, purposeful information • use appropriate vocabulary, <i>tone</i>, and <i>style</i> <p>W.5.10.6 Write poems using a range of poetic techniques, forms and figurative language, emphasizing lyric poetry</p> <p>W.5.10.7 Write responses to literature that articulate the significant ideas of literary works support important ideas and viewpoints with evidence from the text demonstrate awareness of the author’s use of stylistic devices</p> <p>W.5.10.8 Write on demand to a specified prompt within a given time frame</p> <p>W.5.10.9 Write across the curriculum</p>	
Writing – Sentence Formation	Standard 6: Conventions Students shall apply knowledge of Standard English conventions in written work.	W.6.10.1 Use verbals and verbal phrases to achieve sentence conciseness and variety (gerunds, infinitives, participles)	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch

<p>Writing - Purposefully shaping and controlling language</p>	<p>Standard 7: Craftsmanship Students shall develop personal style and voice as they approach the craftsmanship of writing.</p>	<p>W.7.10.1 Use figurative language effectively with emphasis on metaphor and symbolism</p> <p>W.7.10.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest</p> <p>W.7.10.3 Use such elements of <i>discourse</i> as purpose, speaker, audience, and form when completing narrative, <i>expository</i>, or <i>descriptive</i> writing assignments</p> <p>W.7.10.4 Demonstrate organization, unity, and coherence by using embedded transitions and sequencing</p> <p>W.7.10.5 Use extension and elaboration to develop an idea emphasizing the use of participial phrases</p> <p>W.7.10.6 Distinguish between and use <i>concrete</i> and <i>commentary information</i> for elaboration</p> <p>W.7.10.7 Use precise word choices that convey specific meaning</p> <p>W.7.10.8 Personalize writing to convey <i>voice</i> in formal and informal pieces</p> <p>W.7.10.9 Evaluate own writing and others' writing to determine how writing achieves its purpose, ask for feedback, and respond to classmates' writing</p>	<p>Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch</p>
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Strand	Content Standard	Student Learning Expectations	Merit Software
Writing – Prewriting	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.11.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on exposition	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch
Writing- Drafting	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.11.2 Communicate clearly the purpose of the writing W.4.11.3 Write clear and varied sentences W.4.11.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information W.4.11.5 Adapt content vocabulary, <i>voice</i> , and <i>tone</i> to audience, purpose, and situation W.4.11.6 Arrange paragraphs into a logical progression with appropriate transition	Writing for Business, Business Letter Punch
Writing – Revising	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.11.7 Revise content of writing for central idea, elaboration, unity, and organization W.4.11.8 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i> , and <i>voice</i> W.4.11.9 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences W.4.11.10 Evaluate how well questions of purpose, audience, and genre have been addressed	Writing about Reading

Writing – Editing	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.11.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions W.4.11.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling	Writing about Reading
Writing - Publishing	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.11.13 Refine selected pieces frequently to publish for intended audiences and purposes W.4.11.14 Maintain a writing <i>portfolio</i> that exhibits growth and reflection in the progress of meeting goals and expectations W.4.11.15 Use available technology for all aspects of the <i>writing process</i>	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch
Writing – Purposes and Audiences	Standard 5: Purpose, Topics, Forms and Audiences Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.	W.5.11.1 Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch
Writing- Topics and Forms	Standard 5: Purpose, Topics, Forms and Audiences Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.	W.5.11.2 Write <i>expository</i> compositions, including analytical essays and research reports, that <ul style="list-style-type: none"> • assemble and convey evidence in support of the thesis • make distinctions between the relative value and significance of data, facts, and ideas • employ <i>visual aids</i> when appropriate W.5.11.3 Write using <i>rhetorical strategies</i> with special emphasis on compare/contrast, argumentation/persuasion, cause/effect, and classification W.5.11.4 Write persuasive compositions	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch

		<p>that</p> <ul style="list-style-type: none"> • structure ideas and arguments • clarify and defend positions with precise and relevant evidence • use specific <i>rhetorical devices</i> to support assertions • address readers' concerns, counterclaims, biases, and expectations <p>W.5.11.5 Write a variety of letters, including letters for employment and letters of request, that</p> <ul style="list-style-type: none"> • follow a conventional format • address the intended audience • provide clear, purposeful information • use appropriate vocabulary, <i>tone</i>, and <i>style</i> <p>W.5.11.6 Write poems using a range of poetic techniques, forms and figurative language, emphasizing <i>free verse</i> poetry</p> <p>W.5.11.7 Write responses to literature that articulate the significant ideas of literary works support important ideas and viewpoints analyze the author's use of stylistic devices determine the impact of ambiguities, nuances, and complexities using evidence from the text</p> <p>W.5.11.8 Write on demand to a specified prompt within a given time frame</p> <p>W.5.11.9 Write across the curriculum</p>	
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Writing – Sentence Formation	Standard 6: Conventions Students shall apply knowledge of Standard English conventions in written work.	W.6.11.1 Use a variety of sentence structures, types, and lengths for effect in writing	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch
Writing - Purposefully shaping and controlling language	Standard 7: Craftsmanship Students shall develop personal style and voice as they approach the craftsmanship of writing.	<p>W.7.11.1 Use figurative language effectively with emphasis on extended metaphor and symbolism</p> <p>W.7.11.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest</p> <p>W.7.11.3 Apply such elements of <i>discourse</i> as purpose, speaker, audience, and form when completing narrative, <i>expository</i>, persuasive, or <i>descriptive</i> writing assignments</p> <p>W.7.11.4 Demonstrate organization, unity, and coherence by using implied transitions and sequencing</p> <p>W.7.11.5 Use extension and multi-level elaboration to develop an idea emphasizing dependent clauses</p> <p>W.7.11.6 Combine <i>concrete</i> and <i>commentary information</i> for elaboration</p> <p>W.7.11.7 Use precise word choices that convey specific meaning</p> <p>W.7.11.8 Personalize writing to convey <i>voice</i> in formal and informal pieces</p> <p>W.7.11.9 Use <i>point of view</i>, characterization, <i>style</i>, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes</p> <p>W.7.11.10 Evaluate own writing and others'</p>	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch

		writing to highlight the individual <i>voice</i> , improve sentence variety and <i>style</i> , and enhance subtlety of meaning of <i>tone</i> in ways that are consistent with the purpose, audience, and form of writing	
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Grade 12

Strand	Content Standard	Student Learning Expectations	Merit Software
Writing – Prewriting	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.12.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on persuasion	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch
Writing- Drafting	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.12.2 Communicate clearly the purpose of the writing W.4.12.3 Write clear and varied sentences W.4.12.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information W.4.12.5 Adapt content vocabulary, <i>voice</i> , and <i>tone</i> to audience, purpose, and situation W.4.12.6 Arrange paragraphs into a logical progression with appropriate transition	Writing for Business, Business Letter Punch
Writing – Revising	Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.	W.4.12.7 Revise content of writing for central idea, elaboration, unity, and organization W.4.12.8 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i> , and <i>voice</i> W.4.12.9 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination,	Writing about Reading

		<p>standard word order, and absence of fused sentences</p> <p>W.4.12.10 Evaluate how well questions of purpose, audience, and genre have been addressed</p>	
Writing – Editing	<p>Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.</p>	<p>W.4.12.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions</p> <p>W.4.12.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling</p>	Writing about Reading
Writing - Publishing	<p>Standard 4: Process Students shall employ a wide range of strategies as they write, using the writing process appropriately.</p>	<p>W.4.12.13 Refine selected pieces frequently to publish for intended audiences and purposes</p> <p>W.4.12.14 Maintain a writing <i>portfolio</i> that exhibits growth and reflection in the progress of meeting goals and expectations</p> <p>W.4.12.15 Use available technology for all aspects of the <i>writing process</i></p>	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch
Writing – Purposes and Audiences	<p>Standard 5: Purpose, Topics, Forms and Audiences Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.</p>	<p>W.5.12.1 Use elements of <i>discourse</i> effectively when completing narrative, <i>expository</i>, persuasive, or descriptive writing assignments</p>	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch
Writing- Topics and Forms	<p>Standard 5: Purpose, Topics, Forms and Audiences Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.</p>	<p>W.5.12.2 Write <i>expository</i> compositions, including analytical essays and research reports, that</p> <ul style="list-style-type: none"> • assemble and convey evidence in support of the thesis • make distinctions between the relative value and significance of data, facts and ideas • employ <i>visual aids</i> when appropriate 	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch

		<p>W.5.12.3 Write using rhetorical strategies with special emphasis on compare/contrast, argumentation/persuasion, cause/effect, and classification</p> <p>W.5.12.4 Write persuasive compositions that</p> <ul style="list-style-type: none"> • structure ideas and arguments • clarify and defend positions with precise and relevant evidence • use specific <i>rhetorical devices</i> to support assertions • address readers' concerns, counterclaims, biases, and expectations <p>W.5.12.5 Write a variety of letters, including cover letters and letters of recommendation, that</p> <ul style="list-style-type: none"> • follow a conventional format • address the intended audience • provide clear, purposeful information • use appropriate vocabulary, <i>tone</i>, and <i>style</i> <p>W.5.12.6 Write poems using a range of poetic techniques, forms and figurative language, emphasizing sonnets</p> <p>W.5.12.7 Write responses to literature that articulate the significant ideas of literary works support important ideas and viewpoints analyze and evaluate the author's use of stylistic devices evaluate the impact of ambiguities, nuances, and complexities using evidence from the text</p>	
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		<p>W.5.12.8 Write on demand to a specified prompt within a given time frame</p> <p>W.5.12.9 Write across the curriculum</p>	
Writing – Sentence Formation	Standard 6: Conventions Students shall apply knowledge of Standard English conventions in written work.	W.6.12.1 Use a variety of sentence structures, types, and lengths for effect in writing	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch
Writing - Purposefully shaping and controlling language	Standard 7: Craftsmanship Students shall develop personal style and voice as they approach the craftsmanship of writing.	<p>W.7.12.1 Use figurative language effectively with emphasis on extended metaphor</p> <p>W.7.12.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest</p> <p>W.7.12.3 Apply such elements of <i>discourse</i> as purpose, speaker, audience, and form when completing narrative, <i>expository</i>, persuasive, or <i>descriptive</i> writing assignments</p> <p>W.7.12.4 Demonstrate organization, unity, and coherence by using implied transitions and sequencing</p> <p>W.7.12.5 Use extension and multi-level elaboration to develop an idea emphasizing models from professional writing</p> <p>W.7.12.6 Balance <i>concrete</i> and <i>commentary information</i> within a piece</p> <p>W.7.12.7 Use precise word choices that convey specific meaning</p> <p>W.7.12.8 Personalize writing to convey <i>voice</i> in formal and informal pieces</p> <p>W.7.12.9</p>	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business, Business Letter Punch

		<p>Use <i>point of view</i>, characterization, <i>style</i>, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes</p> <p>W.7.12.10 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples</p> <p>W.7.12.11 Critique professional and peer writing for consistency of <i>style</i></p>	
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