

**Content Standards for California Public Schools  
correlated to  
Merit Software Process Writing Programs**

The *English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve* represents a strong consensus on the skills, knowledge, and abilities that all students should be able to master in language arts at specific grade levels during 13 years in the California public school system. Each standard describes the content students need to master by the end of each grade level (kindergarten through grade eight) or cluster of grade levels (grades nine and ten and grades eleven and twelve). In accordance with *Education Code* Section 60603, as added by Assembly Bill 265 (Chapter 975, Statutes of 1995), the Leroy Greene California Assessment of Academic Achievement Act, there will be performance standards that "define various levels of competence at each grade level . . . [and] gauge the degree to which a student has met the content standards."

Merit’s Process Writing programs address the following California Language Arts standards:

Grade 3	pg. 1-2
Grade 4	pg. 2-4
Grade 5	pg. 4-5
Grade 6	pg. 6
Grade 7	pg. 6-8
Grade 8	pg. 8-9
Grades 9-10	pg. 10-13
Grades 11-12	pg. 13-16

Grade 3

Subhead	Standard	Benchmark	Merit Software
Writing	1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	1.1 Create a single paragraph: a. Develop a topic sentence; b. Include simple supporting facts and details.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.	2.1 Write narratives: a. Provide a context within which an action takes place; b. Include well-chosen details to develop the plot; c. Provide insight into why the selected incident is memorable.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Written and Oral English Language Conventions	1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Grade 4

Subhead	Standard	Benchmark	Merit Software
Writing	1.0 Writing Strategies Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	1.0 Writing Strategies Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	1.2 Create multiple-paragraph compositions: a. Provide an introductory paragraph;b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; c. Include supporting paragraphs with simple facts, details, and explanations; d. Conclude with a paragraph that summarizes the points; e. Use correct indentation.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	1.0 Writing Strategies Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	1.0 Writing Strategies Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.	2.1 Write narratives: a. Relate ideas, observations, or recollections of an event or experience; b. Provide a context to enable the reader to imagine the world of the event or experience; c. Use concrete sensory details; d. Provide insight into why the selected event or experience is memorable.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.	2.2 Write responses to literature: a. Demonstrate an understanding of the literary work; b. Support judgments through references to both the text and prior knowledge.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.	2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Grade 5

Subhead	Standard	Benchmark	Merit Software
Writing	1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	1.1 Create multiple-paragraph narrative compositions: a. Establish and develop a situation or plot; b. Describe the setting; c. Present an ending.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of	1.2 Create multiple-paragraph expository compositions: a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought; c. Offer a concluding paragraph that	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

	the writing process as needed.	summarizes important ideas and details.	
Writing	1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.1 Write narratives:a. Establish a plot, point of view, setting, and conflict; b. Show, rather than tell, the events of the story.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.2 Write responses to literature: a. Demonstrate an understanding of a literary work; b. Support judgments through references to the text and to prior knowledge; c. Develop interpretations that exhibit careful reading and understanding.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Written and Oral English Language Conventions	1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Grade 6

Subhead	Standard	Benchmark	Merit Software
Writing	1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	Starter Paragraph Punch; Paragraph Punch; Writing About Reading
Writing	2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	a. Develop an interpretation exhibiting careful reading, understanding, and insight; b. Organize the interpretation around several clear ideas, premises, or images; c. Develop and justify the interpretation through sustained use of examples and textual evidence.	Paragraph Punch; Writing About Reading
Written and Oral Language Conventions	1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.	Paragraph Punch; Writing About Reading

Grade 7

Subhead	Standard	Benchmark	Merit Software
Writing	1.0. Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	Paragraph Punch, Essay Punch, Writing about Reading

Writing	1.0. Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	Paragraph Punch, Essay Punch, Writing about Reading
Writing	1.0. Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.	Paragraph Punch, Essay Punch, Writing about Reading
Writing	1.0. Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	Paragraph Punch, Essay Punch, Writing about Reading
Writing Applications	2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	Using the writing strategies of grade seven outlined in Writing Standard 1.0, students: 2.2 Write responses to literature: a. Develop interpretations exhibiting careful reading, understanding, and insight; b. Organize interpretations around several clear ideas, premises, or images from the literary work; c. Justify interpretations through sustained use of examples and textual evidence.	Writing about Reading

Writing Applications	2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.4 Write persuasive compositions: a. State a clear position or perspective in support of a proposition or proposal; b. Describe the points in support of the proposition, employing well-articulated evidence.	Paragraph Punch, Essay Punch, Writing about Reading
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Grade 8

Subhead	Standard	Benchmark	Merit Software
Writing	1.0. Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.	Essay Punch
Writing	1.0. Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	Essay Punch
Writing	1.0. Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	Essay Punch

Writing Applications	2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.1 Write biographies, autobiographies, short stories, or narratives: a. Relate a clear, coherent incident, event, or situation by using well-chosen details; b. Reveal the significance of, or the writer's attitude about, the subject; c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	Essay Punch
Writing Applications	2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.2 Write responses to literature: a. Exhibit careful reading and insight in their interpretations; d. Support judgments through references to the text, other works, other authors, or to personal knowledge.	Writing about Reading
Writing Applications	2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.4 Write persuasive compositions: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment); b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.	Paragraph Punch, Essay Punch, Writing about Reading
Written and Oral Language Conventions	1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	1.4 Edit written manuscripts to ensure that correct grammar is used.	Paragraph Punch, Essay Punch, Writing about Reading

Grades 9-10

Subhead	Standard	Benchmark	Merit Software
Writing	1.0 Writing Strategies Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.	1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	Paragraph Punch, Essay Punch, Write about Reading
Writing	1.0 Writing Strategies Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.	1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	Paragraph Punch, Essay Punch, Write about Reading
Writing	1.0 Writing Strategies Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.	1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).	Paragraph Punch Essay Punch
Writing	1.0 Writing Strategies Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.	1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	Paragraph Punch Essay Punch Write about Reading Writing for Business

Writing Applications	2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.1 Write biographical or autobiographical narratives or short stories: a. Relate a sequence of events and communicate the significance of the events to the audience; b. Locate scenes and incidents in specific places; c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings; d. Pace the presentation of actions to accommodate changes in time and mood; e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	Paragraph Punch Essay Punch
Writing Applications	2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.2 Write responses to literature: a. Demonstrate a comprehensive grasp of the significant ideas of literary works; b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works; c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created; d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.	Writing about Reading
Writing Applications	2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.3 Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives; b. Convey information and ideas from primary and secondary sources accurately and coherently; c. Make distinctions between the relative value and significance of specific data, facts, and ideas; e. Anticipate and address readers' potential misunderstandings, biases, and expectations.	Paragraph Punch, Essay Punch

Writing Applications	2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.4 Write persuasive compositions: a. Structure ideas and arguments in a sustained and logical fashion; b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy); c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning; d. Address readers' concerns, counterclaims, biases, and expectations.	Paragraph Punch, Essay Punch
Writing Applications	2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.5 Write business letters: a. Provide clear and purposeful information and address the intended audience appropriately; b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients; c. Highlight central ideas or images; d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.	Business Letter Punch, Writing for Business
Writing Applications	2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting): a. Report information and convey ideas logically and correctly; b. Offer detailed and accurate specifications; c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide); d. Anticipate readers' problems, mistakes, and misunderstandings;	Writing for Business
Written and Oral Language Skills	1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.	1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business, Business Letter Punch

Written and Oral Language Skills	1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.	1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business, Business Letter Punch
Written and Oral Language Skills	1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.	1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business, Business Letter Punch
Written and Oral Language Skills	1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.	1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business, Business Letter Punch

Grades 11-12

Subhead	Standard	Benchmark	Merit Software
Writing	Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.	1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.	Essay Punch
Writing	Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.	1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	Essay Punch
Writing	Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.	1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.	Essay Punch

Writing	Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.	1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.	Essay Punch
Writing Applications	2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.1 Write fictional, autobiographical, or biographical narratives: a. Narrate a sequence of events and communicate their significance to the audience; b. Locate scenes and incidents in specific places; c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings; d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes; e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.	Essay Punch
Writing Applications	2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.2 Write responses to literature: a. Demonstrate a comprehensive understanding of the significant ideas in works or passages; b. Analyze the use of imagery, language, universal themes, and unique aspects of the text; c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works; d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created; e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.	Essay Punch

Writing Applications	2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.3 Write reflective compositions: a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion); b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life; c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.	Essay Punch
Writing Applications	2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.4 Write historical investigation reports: a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition; b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic; c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation; d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.	Essay Punch
Writing Applications	2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.5 Write job applications and resumés: a. Provide clear and purposeful information and address the intended audience appropriately; b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension; c. Modify the tone to fit the purpose and audience; d. Follow the conventional style for that type of document (e.g., resumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.	Business Letter Punch, Writing for Business

Written and Oral English Language Conventions	1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.	1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.	Business Letter Punch, Writing for Business
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