

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

This English Language Arts Curriculum Framework Document (June 1995) is intended to offer a comprehensive approach to the multi-faceted discipline of English language arts. The English Language Arts Content Standards are research-based, reflecting the best and most recent understandings of experts in pedagogy and the various domains included in the English language arts.

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

- Grade 3 pg. 1-2
- Grades 4-5 pg. 2-3
- Grades 6-8 pg. 3-4
- Grades 9-10 pg. 4-5

Grade 3

Subhead	Standard	Performance Indicator	Merit Software
Written Communication	Standard One: Students will use written and oral English appropriate for various purposes and audiences.	Writers will produce texts that exhibit the following textual features, all of which are consistent with the genre and purpose of the writing: <ul style="list-style-type: none"> • Development: The topic, theme, stand/perspective, argument, or character is fully developed. • Organization: The text exhibits a discernible progression of ideas. • Style: The writer demonstrates a quality of imagination and individuality, and a distinctive voice. • Word Choice: The words are precise, vivid, and economical. 	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Written Communication	Standard One: Students will use written and oral English appropriate for various purposes and audiences.	Writers will produce examples that illustrate the following discourse classifications: 2. informative (subject-oriented) texts that a. address the needs of the audience; b. exhibit appropriate modes which could include description, narration, classification, process analysis, definition, cause/effect, and comparison/contrast; c. follow the appropriate formats, which could include letters, summaries, messages, reports, memos, proposals, resumes, or applications; d. contain primary and secondary source documentation, avoiding plagiarism.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Written Communication	Standard One: Students will use written and oral English appropriate for various purposes and audiences.	Writers will produce examples that illustrate the following discourse classifications: 3. argumentative and persuasive (audience-oriented) texts that a. address the needs of the audience; b. communicate a clear-cut position on an issue; c. support the position with relevant information, which could include personal and expert opinions, examples, statistics, and data; d. exhibit evidence of reasoning.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Grades 4-5

Subhead	Standard	Performance Indicator	Merit Software
Written Communication	Standard One: Students will use written and oral English appropriate for various purposes and audiences.	Writers will produce texts that exhibit the following textual features, all of which are consistent with the genre and purpose of the writing: • Development: The topic, theme, stand/perspective, argument, or character is fully developed. • Organization: The text exhibits a discernible progression of ideas. • Style: The writer demonstrates a quality of imagination and individuality, and a distinctive voice. • Word Choice: The words are precise, vivid, and economical.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Written Communication	Standard One: Students will use written and oral English appropriate for various purposes and audiences.	Writers will produce examples that illustrate the following discourse classifications: 2. informative (subject-oriented) texts that a. address the needs of the audience; b. exhibit appropriate modes which could include description, narration, classification, process analysis, definition, cause/effect, and comparison/contrast; c. follow the appropriate formats, which could include letters, summaries, messages, reports, memos, proposals, resumes, or applications; d. contain primary and secondary source documentation, avoiding plagiarism.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Written Communication	Standard One: Students will use written and oral English appropriate for various purposes and audiences.	Writers will produce examples that illustrate the following discourse classifications: 3. argumentative and persuasive (audience-oriented) texts that a. address the needs of the audience; b. communicate a clear-cut position on an issue; c. support the position with relevant information, which could include personal and expert opinions, examples, statistics, and data; d. exhibit evidence of reasoning.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Grades 6-8

Subhead	Standard	Performance Indicator	Merit Software
Written Communication	Standard One: Students will use written and oral English appropriate for various purposes and audiences.	Writers will produce texts that exhibit the following textual features, all of which are consistent with the genre and purpose of the writing: • Development: The topic, theme, stand/perspective, argument, or character is fully developed. • Organization: The text exhibits a discernible progression of ideas. • Style: The writer demonstrates a quality of imagination and individuality, and a distinctive voice. • Word Choice: The words are precise, vivid, and economical.	Paragraph Punch, Writing about Reading, Essay Punch

Written Communication	Standard One: Students will use written and oral English appropriate for various purposes and audiences.	Writers will produce examples that illustrate the following discourse classifications: 2. informative (subject-oriented) texts that a. address the needs of the audience; b. exhibit appropriate modes which could include description, narration, classification, process analysis, definition, cause/effect, and comparison/contrast; c. follow the appropriate formats, which could include letters, summaries, messages, reports, memos, proposals, resumes, or applications; d. contain primary and secondary source documentation, avoiding plagiarism.	Paragraph Punch, Writing about Reading, Essay Punch
Written Communication	Standard One: Students will use written and oral English appropriate for various purposes and audiences.	Writers will produce examples that illustrate the following discourse classifications: 3. argumentative and persuasive (audience-oriented) texts that a. address the needs of the audience; b. communicate a clear-cut position on an issue; c. support the position with relevant information, which could include personal and expert opinions, examples, statistics, and data; d. exhibit evidence of reasoning.	Paragraph Punch, Writing about Reading, Essay Punch

Grades 9-10

Subhead	Standard	Performance Indicator	Merit Software
Written Communication	Standard One: Students will use written and oral English appropriate for various purposes and audiences.	Writers will produce texts that exhibit the following textual features, all of which are consistent with the genre and purpose of the writing: • Development: The topic, theme, stand/perspective, argument, or character is fully developed. • Organization: The text exhibits a discernible progression of ideas. • Style: The writer demonstrates a quality of imagination and individuality, and a distinctive voice. • Word Choice: The words are precise, vivid, and economical.	Paragraph Punch, Essay Punch, Writing about Reading, Business Letter Punch, Writing for Business

Written Communication	Standard One: Students will use written and oral English appropriate for various purposes and audiences.	Writers will produce examples that illustrate the following discourse classifications: 2. informative (subject-oriented) text that a. address the needs of the audience; b. exhibit appropriate modes which could include complex description and complex narration, extended classification, complex process analysis, extended definition, complex cause/effect, and extended comparison/contrast and evaluation; c. conform to the appropriate formats, which could include letters, summaries, messages, reports, memos, proposals, resumes, or applications; d. contain primary and secondary source documentation, avoiding plagiarism.	Paragraph Punch, Essay Punch, Writing about Reading, Business Letter Punch, Writing for Business
Written Communication	Standard One: Students will use written and oral English appropriate for various purposes and audiences.	Writers will produce examples that illustrate the following discourse classifications: 3. argumentative and persuasive (audience-oriented) texts that a. address the needs of the audience; b. communicate a clear-cut position on an issue; c. support the position with relevant information, which could include personal and expert opinions, examples, statistics, and data, quotations and others' opinions, a possible refutation of the opposing view point; d. exhibit evidence of reasoning.	Paragraph Punch, Essay Punch, Writing about Reading, Business Letter Punch, Writing for Business