

**Florida Sunshine State Standards
correlated to
Merit Software Writing Mechanics - Grammar Programs**

The Sunshine State Standards were approved by the State Board of Education in 1996 to provide expectations for student achievement in Florida. The Standards approved in 1996 were written in seven subject areas, each divided into four separate grade clusters (PreK-2, 3-5, 6-8, and 9-12). This format was chosen to provide flexibility to school districts in designing curriculum based on local needs.

Merit's Writing Mechanics - Grammar programs address the following Florida Language Arts standards:

Grades 3-5 pg. 1-2
Grades 6-8 pg. 3-4
Grades 9-12 pg. 4-5

Grades 3 -5

Subhead	Standard	Benchmarks	Merit Software
Writing	Standard 1: The student uses writing processes effectively. (LA.B.1.2)	1. Prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Standard 1: The student uses writing processes effectively. (LA.B.1.2)	2. Drafts and revises writing in cursive that: focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	Standard 1: The student uses writing processes effectively. (LA.B.1.2)	3. Produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.2)	4. Uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.2)	5. Creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.2)	6. Creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	Starter Paragraph Punch, Paragraph Punch
Language	Standard 2: The student understands the power of language. (LA.D.2.2)	4. Selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.	Paragraph Punch, Writing About Reading
Language	Standard 2: The student understands the power of language. (LA.D.2.2)	5. Understands that a variety of messages can be conveyed through mass media.	Writing About Reading
Literature	Standard 1: The student understands the common features of a variety of literary forms. (LA.E.1.2)	1. Identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction.	Writing About Reading

Grades 6-8

Subhead	Standard	Benchmarks	Merit Software
Writing	Standard 1: The student uses writing processes effectively. (LA.B.1.3)	2. Drafts and revises writing that is focused on purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progressions of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.	Grammar Fitness, Sets 2-3
Writing	Standard 1: The student uses writing processes effectively. (LA.B.1.3)	3. Produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject-verb agreement, common noun-pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and correct formatting.	Grammar Fitness, Sets 1-3; Write It Right, Sets 1-2
Language	Standard 1: The student understands the nature of language. (LA.D.1.3)	3. Demonstrates an awareness of the difference between the use of English in formal and informal settings	Write It Right, Sets 1-2
Language	Standard 2: The student understands the power of language. (LA.D.2.3)	2. Uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.	Grammar Fitness, Set 4
Literature	Standard 1: The student understands the common features of a variety of literary forms. (LA.E.1.3)	3. Understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.	Grammar Fitness, Set 4

Literature	Standard 1: The student understands the common features of a variety of literary forms. (LA.E.1.3)	4. Knows how mood or meaning is conveyed in poetry (e.g., word choice such as dialect, invented words, concrete or abstract terms, sensory or figurative language; use of sentence structure, line length, punctuation, and rhythm.	Grammar Fitness, Set 4
Literature	Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.3)	1. Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.	Grammar Fitness, Set 4

Grades 9-12

Subhead	Standard	Benchmarks	Merit Software
Writing	Standard 1: The student uses writing processes effectively. (LA.B.1.4)	2. Drafts and revises writing that is focused on purposeful, and reflects insight into the writing situation; has organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation and spelling.	Grammar Fitness, Sets 3-4; Write It Right, Sets 1-2
Writing	Standard 1: The student uses writing processes effectively. (LA.B.1.4)	3. Produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject-verb agreement, instances of noun-pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.	Grammar Fitness, Sets 3-4; Write It Right, Sets 1-2

Writing	Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.4)	3. writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.	Grammar Fitness, Set 4
Language	Standard 1: The student understands the nature of language. (LA.D.1.4)	2. Makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.	Write It Right, Sets 1-2
Language	Standard 2: The student understands the power of language. (LA.D.2.4)	2. Understands the subtleties of literary devices and techniques in the comprehension and creation of communication.	Grammar Fitness, Set 4
Literature	Standard 1: The student understands the common features of a variety of literary forms. (LA.E.1.4)	5. Understands the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.	Grammar Fitness, Set 4
Literature	Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.4)	2. Understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.	Grammar Fitness, Set 4
Literature	Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.4)	5. Analyzes the relationships among author's style, literary form, and intended impact on the reader.	Grammar Fitness, Set 4