

**Indiana Academic Standards
correlated to
Merit Software Process Writing Programs**

The English Language Arts Standards (2000) describe a connected body of linguistic understandings and competencies and are a comprehensive foundation that all students should learn. They describe the knowledge and skills that students should acquire from Kindergarten through high school.

Merit’s Process Writing programs address the following Indiana Academic Standards:

- Grade 3 pg. 1-6
- Grade 4 pg. 6-8
- Grade 5 pg. 9-10
- Grade 6 pg. 11-13
- Grade 7 pg. 13-16
- Grade 8 pg. 16-18
- Grade 9 pg. 19-23
- Grade 10 pg. 23-27
- Grade 11 pg. 27-30
- Grade 12 pg. 30-32

Grade 3

Subhead	Standard	Strand	Benchmark	Merit Software
Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Organization and Focus	3.4.1 Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Organization and Focus	3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Organization and Focus	3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Research and Technology	3.4.5 Use a computer to draft, revise, and publish writing.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Evaluation and Revision	3.4.6 Review, evaluate, and revise writing for meaning and clarity.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Evaluation and Revision	3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	<p>Standard 4 WRITING: Process</p> <p>Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</p>	Evaluation and Revision	3.4.8 Revise writing for others to read, improving the focus and progression of ideas.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 6, students write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 to 700 words). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 6 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>3.5.1 Write narratives (stories) that:</p> <ul style="list-style-type: none"> • provide a context within which an action takes place. • include details to develop the plot. 	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 6, students write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 to 700 words). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 6 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>3.5.1 Write narratives (stories) that:</p> <ul style="list-style-type: none"> • provide a context within which an action takes place. • include details to develop the plot. 	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 6, students write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 to 700 words). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 6 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>3.5.2 Write descriptive pieces about people, places, things, or experiences that:</p> <ul style="list-style-type: none"> • develop a unified main idea • use details to support the main idea. 	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 6, students write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 to 700 words). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 6 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>3.5.3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that:</p> <ul style="list-style-type: none"> • show awareness of the knowledge and interests of the audience. • establish a purpose and context • include the date, proper salutation, body, closing, and signature. 	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 6, students write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 to 700 words). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 6 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	3.5.4 Use varied word choices to make writing interesting.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 6, students write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 to 700 words). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 6 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	3.5.5 Write for different purposes and to a specific audience or person.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
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Grade 4

Subhead	Standard	Strand	Benchmark	Merit Software
Writing	<p>Standard 4 WRITING: Process</p> <p>Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</p>	Organization and Focus	4.4.2 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	<p>Standard 4 WRITING: Process</p> <p>Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</p>	Organization and Focus	<p>4.4.3 Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> • provide an introductory paragraph. • establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. • include supporting paragraphs with simple facts, details, and explanations. • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • conclude with a paragraph that summarizes the points. • use correct indentation at the beginning of paragraphs. 	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	<p>Standard 4 WRITING: Process</p> <p>Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</p>	Organization and Focus	<p>4.4.4 Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering a question.</p>	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Research and Technology	4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Evaluation and Revision	4.4.10 Review, evaluate, and revise writing for meaning and clarity.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Evaluation and Revision	4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Evaluation and Revision	4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Subhead	Standard	Strand	Benchmark	Merit Software
Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Organization and Focus	5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Organization and Focus	5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Organization and Focus	5.4.3 Write informational pieces with multiple paragraphs that: <ul style="list-style-type: none"> • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • offer a concluding paragraph that summarizes important ideas and details. 	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Research and Technology	5.4.5 Use note-taking skills.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Evaluation and Revision	5.4.8 Review, evaluate, and revise writing for meaning and clarity.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Evaluation and Revision	5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Evaluation and Revision	5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Grade 6

Subhead	Standard	Strand	Benchmark	Merit Software
Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Evaluation and Revision	6.4.8 Review, evaluate, and revise writing for meaning and clarity.	Paragraph Punch, Writing about Reading
Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Evaluation and Revision	6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	Paragraph Punch, Writing about Reading
Writing	Standard 4 WRITING: Process Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Evaluation and Revision	6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	Paragraph Punch, Writing about Reading

Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 6, students write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 to 700 words). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 6 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:</p> <ul style="list-style-type: none"> - state the thesis (position on the topic) or purpose. - explain the situation. - organize the composition clearly. - offer evidence to support arguments and conclusions. 	Paragraph Punch, Writing about Reading
Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 6, students write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 to 700 words). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 6 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>6.5.4 Write responses to literature that:</p> <ul style="list-style-type: none"> - develop an interpretation that shows careful reading, understanding, and insight. - organize the interpretation around several clear ideas. - develop and justify the interpretation through the use of examples and evidence from the text. 	Writing about Reading

Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 6, students write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 to 700 words). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 6 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>6.5.5 Write persuasive compositions that:</p> <ul style="list-style-type: none"> - state a clear position on a proposition or proposal. - support the position with organized and relevant evidence and effective emotional appeals. - anticipate and address reader concerns and counterarguments. 	Paragraph Punch
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Grade 7

Subhead	Standard	Strand	Benchmark	Merit Software
Writing	<p>Standard 4 WRITING: Process</p> <p>Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</p>	Organization and Focus	7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	Paragraph Punch, Writing about Reading, Essay Punch
Writing	<p>Standard 4 WRITING: Process</p> <p>Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</p>	Organization and Focus	7.4.3 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.	Paragraph Punch, Writing about Reading, Essay Punch

Writing	Standard 4 WRITING: Process Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Evaluation and Revision	7.4.8 Review, evaluate, and revise writing for meaning and clarity.	Paragraph Punch, Writing about Reading, Essay Punch
Writing	Standard 4 WRITING: Process Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Evaluation and Revision	7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	Paragraph Punch, Writing about Reading, Essay Punch
Writing	Standard 4 WRITING: Process Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Evaluation and Revision	7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	Paragraph Punch, Writing about Reading, Essay Punch

Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 7, students continue to write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 to 700 words). Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 7 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>7.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> - develop interpretations that show careful reading, understanding, and insight. -organize interpretations around several clear ideas, premises, or images from the literary work. - justify interpretations through sustained use of examples and evidence from the text. 	Writing About Reading
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Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 7, students continue to write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 to 700 words). Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 7 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>7.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> - state a clear position or perspective in support of a proposition or proposal. - describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals. - anticipate and address reader concerns and counterarguments. 	Essay Punch
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Grade 8

Subhead	Standard	Strand	Benchmark	Merit Software
Writing	<p>Standard 4 WRITING: Process</p> <p>Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</p>	Organization and Focus	8.4.2 Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.	Essay Punch, Writing about Reading, Paragraph Punch

Writing	Standard 4 WRITING: Process Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Organization and Focus	8.4.3 Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.	Essay Punch, Writing about Reading, Paragraph Punch
Writing	Standard 4 WRITING: Process Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Evaluation and Revision	8.4.7 Review, evaluate, and revise writing for meaning and clarity.	Essay Punch, Writing about Reading, Paragraph Punch
Writing	Standard 4 WRITING: Process Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Evaluation and Revision	8.4.8 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	Essay Punch, Writing about Reading, Paragraph Punch
Writing	Standard 4 WRITING: Process Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	Evaluation and Revision	8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.	Essay Punch, Writing about Reading, Paragraph Punch

Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 8, students continue to write narrative (story), expository (informational), persuasive, and descriptive essays (of at least 750 to 1,000 words). Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 8 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>8.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> - demonstrate careful reading and insight into interpretations. -connect response to the writer's techniques and to specific textual references. -make supported inferences about the effects of a literary work on its audience - support judgments through references to the text, other works, other authors, or to personal knowledge 	Writing about Reading
Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 8, students continue to write narrative (story), expository (informational), persuasive, and descriptive essays (of at least 750 to 1,000 words). Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 8 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>8.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> - include a well-defined thesis that makes a clear and knowledgeable appeal. - present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals. - provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. 	Essay Punch

Grade 9

Subhead	Standard	Strand	Benchmark	Merit Software
Writing	<p>Standard 4 WRITING: Process Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).</p>	Organization and Focus	9.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	Essay Punch, Paragraph Punch, Writing About Reading, Writing for Business
Writing	<p>Standard 4 WRITING: Process Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).</p>	Organization and Focus	9.4.3 Use precise language, action verbs, sensory details, and appropriate modifiers.	Essay Punch, Paragraph Punch, Writing About Reading, Writing for Business
Writing	<p>Standard 4 WRITING: Process Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).</p>	Evaluation and Revision	9.4.10 Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.	Essay Punch, Paragraph Punch, Writing About Reading, Writing for Business

Writing	Standard 4 WRITING: Process Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).	Evaluation and Revision	9.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.	Essay Punch, Paragraph Punch, Writing About Reading, Writing for Business
Writing	Standard 4 WRITING: Process Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).	Evaluation and Revision	9.4.12 Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.	Essay Punch, Paragraph Punch, Writing About Reading, Writing for Business

Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 9 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>9.5.1 Write biographical or autobiographical narratives or short stories that:</p> <ul style="list-style-type: none"> - describe a sequence of events and communicate the significance of the events to the audience. - locate scenes and incidents in specific places. - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings. - pace the presentation of actions to accommodate changes in time and mood. 	Essay Punch
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Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 9 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>9.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> - demonstrate a comprehensive grasp of the significant ideas of literary works. - support important ideas and viewpoints through accurate and detailed references to the text or to other works. 	Writing about Reading
Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 9 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>9.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> - clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. 	Essay Punch

Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 9 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>9.5.5 Write documents related to career development, including simple business letters and job applications that:</p> <ul style="list-style-type: none"> - present information purposefully and in brief to meet the needs of the intended audience. - follow a conventional business letter, memorandum or application format. 	Writing for Business, Business Letter Punch
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Grade 10

Subhead	Standard	Strand	Benchmark	Merit Software
Writing	<p>Standard 4 WRITING: Process</p> <p>Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).</p>	Organization and Focus	<p>10.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p>	Essay Punch, Paragraph Punch, Writing About Reading, Writing for Business

Writing	Standard 4 WRITING: Process Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).	Organization and Focus	10.4.3 Use precise language, action verbs, sensory details, appropriate modifiers, and the active (I will always remember my first trip to the city) rather than the passive voice (My first trip to the city will always be remembered).	Essay Punch, Paragraph Punch, Writing About Reading, Writing for Business
Writing	Standard 4 WRITING: Process Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).	Evaluation and Revision	10.4.10 Review, evaluate, revise, edit, and proofread writing using an editing checklist.	Essay Punch, Paragraph Punch, Writing About Reading, Writing for Business

Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 10, students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 10 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>10.5.1 Write biographical or autobiographical narratives or short stories that:</p> <ul style="list-style-type: none"> - describe a sequence of events and communicate the significance of the events to the audience. - locate scenes and incidents in specific places. - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings. - pace the presentation of actions to accommodate changes in time and mood. 	Essay Punch
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Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 10, students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 10 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>10.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> - demonstrate a comprehensive grasp of the significant ideas of literary works. - support important ideas and viewpoints through accurate and detailed references to the text or to other works. 	Writing about Reading
Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 10, students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 10 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>10.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> - clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. 	Essay Punch

Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 10, students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 10 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>10.5.5 Write business letters that:</p> <ul style="list-style-type: none"> - provide clear and purposeful information and address the intended audience appropriately. - show appropriate use of vocabulary, tone, and style that takes into account the intended audience's knowledge about and interest in the topic and the nature of the audience's relationship to the writer. - emphasize main ideas or images. 	Business Letter Punch
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Grade 11

Subhead	Standard	Strand	Benchmark	Merit Software
Writing	<p>Standard 4 WRITING: Process</p> <p>Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).</p>	Organization and Focus	11.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.	Essay Punch, Paragraph Punch, Writing About Reading, Writing for Business

Writing	Standard 4 WRITING: Process Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).	Evaluation and Revision	11.4.10 Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.	Essay Punch, Paragraph Punch, Writing About Reading, Writing for Business
Writing	Standard 4 WRITING: Process Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).	Evaluation and Revision	11.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist.	Essay Punch, Paragraph Punch, Writing About Reading, Writing for Business

Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 11, students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 11 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>11.5.1 Write biographical or autobiographical narratives or short stories that:</p> <ul style="list-style-type: none"> - describe a sequence of events and communicate the significance of the events to the audience. - locate scenes and incidents in specific places. - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings. - pace the presentation of actions to accommodate changes in time and mood. 	Essay Punch
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Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 11, students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 11 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	11.5.3 Write reflective compositions that: explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.	Essay Punch
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Grade 12

Subhead	Standard	Strand	Benchmark	Merit Software
Writing	<p>Standard 4 WRITING: Process</p> <p>Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).</p>	Organization and Focus	12.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.	Essay Punch

Writing	<p>Standard 4 WRITING: Process Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).</p>	Evaluation and Revision	12.4.11 Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.	Essay Punch
Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics) At Grade 12, students combine the rhetorical strategies of narration, exposition, persuasion, and description; to produce reflective compositions, historical investigation reports, and job applications and resumes; and to deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 12 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	<p>12.5.1 Write biographical or autobiographical narratives or short stories that:</p> <ul style="list-style-type: none"> - describe a sequence of events and communicate the significance of the events to the audience. - locate scenes and incidents in specific places. - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings. - pace the presentation of actions to accommodate changes in time and mood. 	Essay Punch

Writing	<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p>At Grade 12, students combine the rhetorical strategies of narration, exposition, persuasion, and description; to produce reflective compositions, historical investigation reports, and job applications and resumes; and to deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Grade 12 students use the writing strategies outlined in Standard 4 - Writing Process to:</p>	No strand	12.5.3 Write reflective compositions that: explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.	Essay Punch
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