

Kansas State Standards Correlated to Merit Software Process Writing Programs

Standard 1 - Writing: The student writes effectively for a variety of audiences, purposes, and contexts.

Basic

Objective	Expectations	Merit Software
<p>The student writes <u>technical</u> text using the writing process</p>	<ol style="list-style-type: none"> 1. Chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 2. Uses supporting details that are concise, accurate, and helps clarify the main idea. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 3. Identifies what constitutes plagiarism. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 4. <i>Indicator not at this grade level</i> 5. <i>Indicator not at this grade level</i> 6. Independently uses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups). (Organization: prewriting, drafting, 	<p>Starter Paragraph Punch</p>

	<p>revising: N,E,T,P)</p> <p>7. Writes paragraph(s) or list(s) about one idea. (Organization: prewriting, drafting, revising: N,E,T,P)</p> <p>8. Writes a piece in logical and/or sequential order. (Organization: prewriting, drafting, revising: N,E,T,P)</p> <p>9. Uses transitions to connect points within the piece (e.g. next, after, then). (Organization: prewriting, drafting, revising: N,E,T,P)</p> <p>10. Writes with an awareness of purpose and audience (e.g. letters, simple reports, directions, brochures, electronic text). (Voice: prewriting, drafting, revising: N,E,T,P)</p> <p>11. Attempts to write with authority so the voice is not distracting. (Voice: prewriting, drafting, revising: N,E,T,P)</p> <p>12. Selects words that convey the writer's message clearly and precisely (e.g. technical terms). (Word Choice: prewriting, drafting, revising: N,E,T,P)</p> <p>13. <i>Indicator not at this grade level</i></p> <p>14. Writes compact sentences or phrases that make the point clear. (Word Choice: prewriting, drafting, revising: N,E,T,P)</p>	
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	<p>15. Uses standard writing conventions (e.g. capitalization, punctuation). (Conventions: prewriting, drafting, revising: N,E,T,P)</p> <p>16. Uses correct grammar and usage that contributes to clarity. (Conventions: prewriting, drafting, revising: N,E,T)</p> <p>17. Spells familiar and most unfamiliar words correctly and uses available resource (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T)</p> <p>18. Uses graphic devices that are supportive of the text (e.g. charts, graphs, maps, illustrations, other text features). (Conventions: prewriting, drafting, revising: T)</p>	
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Intermediate

<p>The student writes <u>expository</u> text using the writing process.</p>	<p>1. Develops one main idea and/or a thesis statement. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</p> <p>2. Clearly defines the main idea with selection of relevant, logical details that meet the reader's informational needs. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</p> <p>3. Uses (1) personal experience (2) observations (3) prior</p>	<p>Paragraph Punch</p> <p>Essay Punch</p>
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	<p>knowledge (4) research to provide information using an appropriate point of view for the piece (e.g. 3rd person pronouns in research). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</p> <ol style="list-style-type: none">4. Expresses information in own words and uses explicit techniques to appeal to the backgrounds and interests of the audience. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)5. Analyzes and understands implications of plagiarism (e.g. ethical, legal). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)6. Cites references for all information used or reproduced from any source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)7. Constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)8. Understands and independently uses appropriate strategies to generate expository text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources). (Organization: prewriting, drafting, revising: N,E,T,P)9. Develops a cohesive piece that contains an engaging introduction, a body that provides information, and a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. (Organization: prewriting, drafting, revising: N,E,T,P)	
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	<ol style="list-style-type: none">10. Arranges information within each paragraph in a logical and effective sequence to meet the informational needs of the reader (typically 5-8 sentences). (Organization: prewriting, drafting, revising: N,E,T,P)11. Selects appropriate transitions to connect ideas within and between paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)12. Selects original and compelling vocabulary and/or figurative language to inform the reader. (Voice: prewriting, drafting, revising: N,E,T,P)13. Selects words that are suitable and precise creating appropriate imagery (e.g. explicit nouns, vivid verbs, natural modifiers). (Word Choice: prewriting, drafting, revising: (N,E,T,P)14. Defines and uses specialized vocabulary particular to the subject/topic providing ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)15. Varies sentence structures and lengths making the reading pleasant and natural (e.g. simple, compound, complex, compound-complex). (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)16. Creates a variety of sentence beginnings that build upon previous sentences and guides the reader from one sentence to another. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)17. Discriminates between the effective and ineffective use of sentence	
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	<p>fragments. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)</p> <p>18. <i>Indicator not at this grade level</i></p> <p>19. Uses correct mechanics and punctuation (e.g. hyphens, dashes, ellipsis). (Conventions: prewriting, drafting, revising: N,E,T,P)</p> <p>20. Uses correct grammar and usage, which may be manipulated for stylistic effect, contributing to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)</p> <p>21. Spells familiar and most unfamiliar word correctly utilizing available resources (e.g. dictionary, spell check) (Conventions: prewriting, drafting, revising: N,E,T,P)</p> <p>22. Uses correct paragraph division to reinforce the organizational structure of the text. (Conventions: prewriting, drafting, revising: N,E,T,P)</p>	
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College Prep

<p>The student writes <u>expository</u> text using the writing process.</p>	<ol style="list-style-type: none"> 1. Develops a thesis statement based upon at least one main idea in response to a prompt. (Ideas and Content: prewriting, drafting, revising, N,E,T,P) 2. Clearly defines the main idea by selecting relevant, logical details that meet the reader's informational needs. (Ideas and Content: prewriting, drafting, revising: N,E,T,P) 3. Selects and uses (1) personal experience (2) personal observations (3) prior knowledge (4) research to meet the reader's needs and to create appropriate point of view. (Ideas and Content: 	<p>Paragraph Punch</p> <p>Essay Punch</p>
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	<p>prewriting, drafting, revising: N,E,T,P)</p> <ol style="list-style-type: none">4. Expresses information in own words using appropriate organization, grammar, word choice, and tone sufficient to the audience. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)5. Analyzes and understands implications and consequences of plagiarism (e.g. ethical, legal, professional). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)6. Cites references for all sources of information and includes summarized and paraphrased ideas from other authors. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)7. Constructs a bibliography with a standard style of format (e.g. MLA, APA, etc.). (Ideas and Content: prewriting, drafting, revising: N,E,T,P)8. Applies appropriate strategies to generate expository text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources). (Organization: prewriting, drafting, revising: N,E,T,P)9. Writes a cohesive piece that includes (1) an introduction that draws the reader in (2) a body that provides information through theological placement of facts and data (3) a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion. (Organization: prewriting, drafting, revising: N,E,T,P)	
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	<ol style="list-style-type: none">10. Arranges information within each paragraph in a logical and effective sequence to meet the readers informational needs. (Organization: prewriting, drafting, revising: N,E,T,P)11. Uses appropriate transitions to connect ideas within and between paragraphs. (Organization: prewriting, drafting, revising: N,E,T,P)12. Selects vocabulary and figurative language that convey a particular tone and personality (e.g. humor, suspense, originality, liveliness). (Voice: prewriting, drafting, revising: N,E,T,P)13. Incorporates words that are precise and suitable for expository writing that create appropriate imagery (e.g. explicit nouns, vivid verbs, natural modifiers). (Word Choice: prewriting, drafting, revising: N,E,T,P)14. Manages specialized vocabulary particular to the subject/topic to provide ease of understanding. (Word Choice: prewriting, drafting, revising: N,E,T,P)15. Uses a variety of sentence structures and lengths to make the reading pleasant and natural. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)16. Creates a variety of engaging sentence beginnings that relate to and build upon previous sentences to move the reader easily through the text. (Sentence Fluency: prewriting, drafting, revising: N,E,T,P)17. Uses fragments only for stylistic effect. (Conventions: prewriting,	
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	<p>drafting, revising: N,E,T,P)</p> <p>18. <i>Indicator not at this grade level.</i></p> <p>19. Uses correct mechanics and punctuates to guide the reader through the text. (Conventions: prewriting, drafting, revising: N,E,T,P)</p> <p>20. Uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity. (Conventions: prewriting, drafting, revising: N,E,T,P)</p> <p>21. Spells familiar and most unfamiliar word correctly and uses available resources (e.g. dictionary, spell check). (Conventions: prewriting, drafting, revising: N,E,T,P)</p> <p>22. Uses correct paragraph divisions to reinforce the organizational structure of the text.(Conventions: prewriting, drafting, revising: N,E,T,P)</p>	
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