

**Mississippi State Standards
correlated to
Merit Software Process Writing Programs**

The Language Arts Framework, revised in 2000, provides a description of what students should know and do in English, language arts, and reading classrooms, kindergarten through twelfth grade. The framework addresses the interrelatedness of reading, writing, speaking, listening, and viewing. The framework combines and replaces the previously separate curriculum structures for reading and for English language arts. The framework takes effect in fall 1997 and may be taught in the transition year 1996-97.

Merit’s Process Writing programs address the following Mississippi Language Arts Framework Standards:

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

Grade 3

Subhead	Competencies	Suggested Objectives	Merit Software
Writing	1. Interact with others for various purposes in classroom and school communities based on first-hand experiences using reading, writing, listening, speaking, and viewing. (R, W, S, L, V)	a. Describe events, ideas, and personal stories with accurate details and meaningful sequence.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	1. Interact with others for various purposes in classroom and school communities based on first-hand experiences using reading, writing, listening, speaking, and viewing. (R, W, S, L, V)	b. Recognize that all language serves a communicative function and is appropriate for expressing needs, wants, and feelings.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	2. Use an appropriate writing process (pre-writing, drafting, revising, editing, publishing) to express and communicate personal ideas and feelings. (R, W, S, L, V)	a. Participate in pre-writing activities and develop a plan for writing.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	2. Use an appropriate writing process (pre-writing, drafting, revising, editing, publishing) to express and communicate personal ideas and feelings. (R, W, S, L, V)	b. Organize information and write a first draft according to the type of writing.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	2. Use an appropriate writing process (pre-writing, drafting, revising, editing, publishing) to express and communicate personal ideas and feelings. (R, W, S, L, V)	c. Revise writing for clarity, more specific vocabulary, information, and appropriate topic sentence and conclusions.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	2. Use an appropriate writing process (pre-writing, drafting, revising, editing, publishing) to express and communicate personal ideas and feelings. (R, W, S, L, V)	d. Use resources (dictionary, teacher, other books, students) to edit final copies for grammar, capitalization, punctuation, and spelling.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	2. Use an appropriate writing process (pre-writing, drafting, revising, editing, publishing) to express and communicate personal ideas and feelings. (R, W, S, L, V)	e. Publish selected works.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	2. Use an appropriate writing process (pre-writing, drafting, revising, editing, publishing) to express and communicate personal ideas and feelings. (R, W, S, L, V)	f. Write a reaction to or summary of what has been read or heard.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	2. Use an appropriate writing process (pre-writing, drafting, revising, editing, publishing) to express and communicate personal ideas and feelings. (R, W, S, L, V)	g. Write to relate a story, give directions, explain, describe, question, solve a problem, inform, entertain, etc.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	9. Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. (R, W, S, L, V)	c. Generate questions when participating in language experiences to develop understanding and make response to written materials.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
---------	---	---	---

Grade 4

Subhead	Competencies	Suggested Objectives	Merit Software
Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)	a. Accomplish a writing process through planning, drafting, revising, editing, publishing, and self-reflecting on written communications such as personal experiences, narratives, creative compositions, research, etc. (Each teacher will determine the appropriate number of products to be taken through the writing process.)	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)	b. Write in various forms such as social notes, friendly letters, book reports, journals, poems, etc.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)	c. Write a reaction to, interpretation of, or summary of what has been read or heard.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)	d. Revise to ensure effective introductions, conclusions, wording, supporting details, and topic sentences.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of Standard English in the context of writing and speaking. (R, W, S, L, V)	a. Demonstrate knowledge of grammar and usage, including, but not limited to, prepositions, adverbs, conjunctions, articles, interjections, and subject-verb agreement, capitalization, and punctuation.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of Standard English in the context of writing and speaking. (R, W, S, L, V)	b. Interact with increasing competency in using Standard English skills when writing and speaking in a variety of situations.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of Standard English in the context of writing and speaking. (R, W, S, L, V)	c. Apply correct grammar skills in speaking and writing.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of Standard English in the context of writing and speaking. (R, W, S, L, V)	d. Apply correct usage in speaking, writing, and editing/proofreading.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of Standard English in the context of writing and speaking. (R, W, S, L, V)	e. Use correct sentence structure in speaking, writing, and editing/proofreading.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	12. Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)	a. Make transition from invented spelling to standardized spelling while using a writing process.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	12. Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)	b. Utilize the dictionary, thesaurus, and/or computerized spell check as reference tools.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	12. Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)	c. Demonstrate appropriate spelling skills in context.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	12. Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)	d. Use appropriate vocabulary for specific situations, purposes, and audiences.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Grade 5

Subhead	Competencies	Suggested Objectives	Merit Software
Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)	a. Accomplish a writing process through planning, drafting, revising, editing, publishing, and self-reflecting on written communications such as personal experiences, narratives, creative compositions, research, etc. (Each teacher will determine the appropriate number of products to be taken through the writing process.)	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)	b. Write in various forms such as social notes, friendly letters, book reports, journals, poems, etc.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)	c. Write a reaction to, interpretation of, or summary of what has been read or heard.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)	d. Revise to ensure effective introductions, conclusions, wording, topic sentences, and details.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of Standard English in the context of writing and speaking. (R, W, S, L, V)	a. Demonstrate knowledge of grammar and usage, including, but not limited to, participles, pronoun case, verb tense, adverbs, prepositional phrases, conjunctions, punctuation, and capitalization.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of Standard English in the context of writing and speaking. (R, W, S, L, V)	b. Interact with increasing competency in using Standard English skills when writing and speaking in a variety of situations.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of Standard English in the context of writing and speaking. (R, W, S, L, V)	c. Apply correct grammar skills in speaking and writing.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of Standard English in the context of writing and speaking. (R, W, S, L, V)	d. Apply correct usage in speaking, writing, and editing/proofreading.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of Standard English in the context of writing and speaking. (R, W, S, L, V)	e. Use correct sentence structure in speaking, writing, and editing/proofreading.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	12. Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)	a. Make transition from invented spelling to standardized spelling while using a writing process.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	12. Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)	b. Utilize the dictionary, thesaurus, and/or computerized spell check as reference tools.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	12. Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)	c. Demonstrate appropriate spelling skills in context.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	12. Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)	d. Use appropriate vocabulary for specific situations, purposes, and audiences.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Grade 6

Subhead	Competencies	Suggested Objectives	Merit Software
Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience.	a. Accomplish a writing process through planning, drafting, revising, editing, publishing, and self-reflecting on written communications such as drama, biographies, autobiographies, creative writing, research reports, legends and tall-tales, etc. for different audiences and purposes. (Each teacher will determine the appropriate number of products to be taken through a writing process).	Paragraph Punch, Writing about Reading
Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience.	b. Write in various forms such as short stories, historical fiction, news articles, essays, etc.	Paragraph Punch, Writing about Reading
Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience.	c. Write a reaction to, interpretation of, or summary of what has been read or heard.	Writing about Reading

Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience.	d. Revise to ensure effective introductions, wording, topic sentences, supporting details, and conclusions.	Paragraph Punch, Writing about Reading
Writing	10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources.	i. Write first and third person narratives.	Paragraph Punch
Reading/ Writing	10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources.	j. Write a reaction to, interpretation of, or summary of what has been read.	Writing about Reading
Writing	12. Acquire and use appropriate vocabulary and spelling concepts.	a. Use standardized spelling while completing a writing process.	Paragraph Punch, Writing about Reading

Grade 7

Subhead	Competencies	Suggested Objectives	Merit Software
Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience.	a. Accomplish a writing process through planning, drafting, revising, editing, publishing, and self-reflecting on written communications such as various types of paragraphs (narrative, descriptive, expository, persuasive), essays, research papers, creative writing, etc. for different audiences and purposes with minimal guidance. (Each teacher will determine the appropriate number of products to be taken through a writing process.)	Paragraph Punch, Writing about Reading, Essay Punch
Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience.	b. Write in various forms such as news articles, critical reviews, poems, short stories, speeches, timelines, etc.	Paragraph Punch, Writing about Reading, Essay Punch
Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience.	c. Write a reaction to, interpretation of, or summary of what has been read or heard.	Writing about Reading

Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience.	d. Revise to ensure effective introductions, wording, topic sentences, supporting details, and conclusions.	Paragraph Punch, Writing about Reading, Essay Punch
Writing	10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources.	i. Write first and third person narratives.	Paragraph Punch, Essay Punch
Reading/Writing	10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources.	j. Write a reaction to, interpretation of, or summary of what has been read.	Writing about Reading
Writing	12. Acquire and use appropriate vocabulary and spelling concepts.	a. Demonstrate correct spelling.	Paragraph Punch, Writing about Reading, Essay Punch
Writing	12. Acquire and use appropriate vocabulary and spelling concepts.	b. Utilize the dictionary, thesaurus, and/or computerized spell check as reference tools.	Paragraph Punch, Writing about Reading, Essay Punch

Grade 8

Subhead	Competencies	Suggested Objectives	Merit Software
Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience.	a. Accomplish a writing process through planning, drafting, revising, editing, publishing, and self-reflecting on written communications such as various short papers (narrative, descriptive, expository, persuasive), essay test questions and responses, character analysis, etc., for different audiences and purposes with increasing independence. (Each teacher will determine the appropriate number of products to be taken through a writing process.)	Paragraph Punch, Writing about Reading, Essay Punch
Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience.	c. Write a reaction to, interpretation of, or summary of what has been read or heard.	Writing about Reading

Writing	1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience.	d. Revise to ensure effective introductions, wording, topic sentences, supporting details, and conclusions.	Paragraph Punch, Writing about Reading, Essay Punch
Writing	10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources.	i. Write first and third person narratives.	Paragraph Punch, Essay Punch
Reading/Writing	10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources.	l. Write a reaction to, interpretation of, or summary of what has been read.	Writing about Reading
Writing	12. Acquire and use appropriate vocabulary and spelling concepts.	b. Utilize the dictionary, thesaurus, and/or computerized spell check as reference tools.	Paragraph Punch, Writing about Reading, Essay Punch

Grade 9

Subhead	Competencies	Suggested Objectives	Merit Software
Writing	1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.	a. Produce individual or group writings or projects in a variety of forms such as poems, stories, journals, paragraphs, etc., to inform, describe, persuade, predict, etc.	Paragraph Punch, Essay Punch, Writing for Business
Writing	1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.	b. Edit writing to reflect correct grammar, usage, and mechanics.	Paragraph Punch, Essay Punch, Writing for Business, Writing about Reading
Writing	1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.	c. Write a response, reaction, interpretation, analysis, summary, etc. of literature, other reading matter, or orally presented material.	Writing about Reading
Writing	1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.	d. Revise to ensure effective introductions, details, wording, topic sentences, and conclusions.	Paragraph Punch, Essay Punch, Writing for Business, Writing about Reading
Writing	1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.	e. Write business and social correspondence.	Business Letter Punch

Writing	9. Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.	a. Employ editing skills to identify and correct problems of specific grammar conventions in various kinds or writings.	Paragraph Punch, Essay Punch, Writing for Business, Writing about Reading, Business Letter Punch
---------	--	---	--

Grade 10

Subhead	Competencies	Suggested Objectives	Merit Software
Writing	1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.	a. Produce individual and/or group compositions and/or projects to persuade, tell a story, describe, create an effect, explain or justify an action or event, inform, entertain, etc.	Paragraph Punch, Essay Punch, Writing for Business
Writing	1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.	b. Produce writing typically used in the workplace such as social, business, and technical correspondence; explanation of procedures; status reports; research findings; narratives for graphs; justification of decisions, actions, or expenses; etc.	Writing for Business, Business Letter Punch
Writing	1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.	c. Write a response, reaction, interpretation, analysis, summary, etc., of literature, other reading matter, or orally presented material.	Writing about Reading
Writing	1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.	d. Revise to ensure effective introductions, details, wording, topic sentences, and conclusions.	Paragraph Punch, Essay Punch, Writing for Business, Writing about Reading
Writing	9. Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.	a. Infuse the study of grammar and vocabulary into written and oral communication.	Paragraph Punch, Essay Punch, Writing for Business, Writing about Reading, Business Letter Punch
Writing	9. Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.	d. Employ increasingly proficient editing skills to identify and solve problems in grammar, usage, and structure.	Paragraph Punch, Essay Punch, Writing for Business, Writing about Reading, Business Letter Punch

Subhead	Competencies	Suggested Objectives	Merit Software
Writing	1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.	a. Spontaneously employ a writing process.	Essay Punch, Writing for Business
Writing	1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.	b. Compose complex and sustained texts using a blend of modes and purposes.	Essay Punch
Writing	1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.	f. Edit writing to reflect correct grammar, usage, and mechanics.	Essay Punch, Writing for Business, Business Letter Punch
Writing	1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.	g. Produce writing typically used in workplace and in other real-life situations such as memos, faxes, explanation of procedures; status reports; justification of decisions, actions, or expenses; research findings; etc.	Writing for Business, Business Letter Punch
Writing	1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.	h. Revise to ensure effective introductions, transitions, details, wording, and conclusions.	Essay Punch, Writing for Business, Business Letter Punch
Writing	9. Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.	c. Exhibit control of language in context by manipulating sentence structure.	Essay Punch, Writing for Business, Business Letter Punch
Writing	9. Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.	d. Use editing strategies to improve writing proficiency.	Essay Punch, Writing for Business, Business Letter Punch
Writing	9. Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.	e. Use vocabulary appropriate to the complexity of the content.	Essay Punch, Writing for Business, Business Letter Punch

Grade 12

Subhead	Competencies	Suggested Objectives	Merit Software
Writing	1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.	a. Produce purposeful academic, practical, and creative writings that reflect advanced proficiency.	Essay Punch
Writing	1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.	d. Revise to ensure effective introductions, details, wording, transitions, and conclusions.	Essay Punch
Writing	9. Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.	a. Construct pieces of writing in which the author communicates with the audience in a consistently clear, concise manner.	Essay Punch