

**New Jersey Core Curriculum Content Standards  
correlated to  
Merit Software Process Writing Programs**

The New Jersey Core Curriculum Content Standards for language arts literacy capture language experiences all children need in order to grow intellectually, socially, and emotionally in classrooms across the curriculum. The standards, developed in July 2002, are intended to promote students' capacities to construct meaning in any arena, with others as well as on their own. If students learn to read, write, speak, listen, and view critically, strategically, and creatively, and if they learn to use these arts individually and with others, they will have the literacy skills they need to discover personal and shared meaning throughout their lives.

Merit's Process Writing programs address the following New Jersey Core Curriculum Content Standards:

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Grade 3

Subhead	Standard	Strand	Learning Expectation	Merit Software
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	1. Generate possible ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	3. Use graphic organizers to assist with planning writing.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	4. Compose first drafts from prewriting work.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	5. Revise a draft by rereading for meaning, narrowing the focus, sequencing, elaborating with detail, improving openings, closings, and word choice to show voice.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	8. Begin to develop author's voice in own writing.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	10. Edit work for basic spelling and mechanics.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	B. Writing as a Product (resulting in a formal product or publication)	1. Write a descriptive piece, such as a description of a person, place, or object.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	B. Writing as a Product (resulting in a formal product or publication)	5. Apply elements of grade-appropriate rubrics to improve writing.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	B. Writing as a Product (resulting in a formal product or publication)	6. Develop a collection of writings (e.g., a literacy folder or portfolio).	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Grade 4

Subhead	Standard	Strand	Learning Expectation	Merit Software
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	3. Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	4. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	5. Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	7. Review and edit work for spelling, mechanics, clarity, and fluency.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	B. Writing as a Product (resulting in a formal product or publication)	1. Create narrative pieces, such as memoir or personal narrative, that contain description and relate ideas, observations, or recollections of an event or experience.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	B. Writing as a Product (resulting in a formal product or publication)	3. Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closings, and using dialogue.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	B. Writing as a Product (resulting in a formal product or publication)	5. Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	B. Writing as a Product (resulting in a formal product or publication)	6. Write sentences of varying lengths and complexity, using specific nouns, verbs, and descriptive words.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	B. Writing as a Product (resulting in a formal product or publication)	8. Improve the clarity of writing by rearranging words, sentences, and paragraphs.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	B. Writing as a Product (resulting in a formal product or publication)	10. Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Grades 5-6

Subhead	Standard	Strand	Learning Expectation	Merit Software
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	1. Generate ideas for writing through reading and making connections across the curriculum and with current events.	Paragraph Punch, Writing about Reading

Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	3. Use strategies such as using graphic organizers and outlines to elaborate and organize ideas for writing.	Paragraph Punch, Writing about Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	5. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made.	Paragraph Punch, Writing about Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	6. Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.	Paragraph Punch, Writing about Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	10. Use computer writing applications during the writing process.	Paragraph Punch, Writing about Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	B. Writing as a Product (resulting in a formal product or publication)	5. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple authoritative sources.	Paragraph Punch, Writing about Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	C. Mechanics, Spelling, and Handwriting	9. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.	Paragraph Punch, Writing about Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	1. Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share, etc.) and a variety of audiences (e.g., self, peers, community).	Paragraph Punch, Writing about Reading

Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	2. Gather, select, and organize information appropriate to a topic, task, and audience.	Paragraph Punch, Writing about Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	4. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experience, and referring to the text through sustained use of examples.	Writing about Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	11. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.	Writing about Reading

Grades 7-8

Subhead	Standard	Strand	Learning Expectation	Merit Software
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	1. Engage in the full writing process (from prewriting through post-writing) by writing daily and for sustained amounts of time.	Paragraph Punch, Essay Punch, Writing about Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	2. Revise drafts by rereading for meaning, narrowing focus, elaborating, deleting, reorganizing, creating sentence variety as needed, maintaining consistency of voice, and reworking introductions, transitions, conclusions, and awkward passages.	Paragraph Punch, Essay Punch, Writing about Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	5. Compose, revise, edit, and publish writing using appropriate word processing software.	Paragraph Punch, Essay Punch, Writing about Reading

Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	B. Writing as a Product (resulting in a formal product or publication)	4. Write a range of essays, including persuasive, descriptive, personal, or issue-based.	Essay Punch
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	C. Mechanics, Spelling, and Handwriting	5. Use transition words to reinforce a logical progression of ideas.	Paragraph Punch, Essay Punch, Writing about Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	C. Mechanics, Spelling, and Handwriting	7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.	Paragraph Punch, Essay Punch, Writing about Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	1. Gather, select, and organize the most effective information appropriate to a topic, task, and audience.	Paragraph Punch, Essay Punch, Writing about Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	2. Apply knowledge and strategies for composing pieces in a variety of genres (narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing, etc.).	Paragraph Punch, Essay Punch, Writing about Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	3. Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.	Writing about Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	4. Write personal narratives, short stories, memoirs, poetry, and persuasive and expository text that relate clear, coherent events or situations through the use of specific details.	Paragraph Punch, Essay Punch, Writing about Reading

Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	10. State a position clearly and convincingly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.	Paragraph Punch, Essay Punch
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	11. When writing persuasive essays, present evidence, examples, and justification to support arguments.	Essay Punch

Grades 9-12

Subhead	Standard	Strand	Learning Expectation	Merit Software
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	1. Engage in the full writing process by writing daily and for sustained amounts of time.	Paragraph Punch, Essay Punch, Writing About Reading, Writing for Business
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	2. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.	Paragraph Punch, Essay Punch, Writing About Reading, Writing for Business
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.	Paragraph Punch, Essay Punch, Writing About Reading, Writing for Business

Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	4. Review and edit work for spelling, usage, clarity, and fluency.	
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)	5. Use the computer and word-processing software to compose, revise, edit, and publish a piece.	Paragraph Punch, Essay Punch, Writing About Reading, Writing for Business
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	B. Writing as a Product (resulting in a formal product or publication)	3. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.	Essay Punch
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	B. Writing as a Product (resulting in a formal product or publication)	4. Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism).	Essay Punch
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	B. Writing as a Product (resulting in a formal product or publication)	5. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper, etc.	Paragraph Punch, Essay Punch, Writing About Reading, Writing for Business
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	B. Writing as a Product (resulting in a formal product or publication)	8. Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments.	Essay Punch

Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	B. Writing as a Product (resulting in a formal product or publication)	9. Provide compelling openings and strong closure to written pieces.	Essay Punch
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	C. Mechanics, Spelling, and Handwriting	6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.	Paragraph Punch, Essay Punch, Writing About Reading, Writing for Business
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	1. Employ the most effective writing formats and strategies for the purpose and audience.	Essay Punch, Writing for Business
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	2. Demonstrate command of a variety of writing genres, such as: * Persuasive essay * Personal narrative * Descriptive essay	Essay Punch
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	* Response to literature	Writing About Reading
Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	6. Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters and college applications.	Business Letter Punch, Writing for Business

Writing	3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.	D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)	7. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.	Essay Punch, Business Letter Punch, Writing for Business
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