

**Oklahoma Priority Academic Student Skills
correlated to
Merit Software Process Writing Programs**

The curriculum adopted by the State Board of Education for implementation by the beginning of the 1993-94 school year shall be thoroughly reviewed by the State Board every three (3) years, and the State Board shall implement any revisions in such curriculum deemed necessary to achieve further improvements in the quality of education for the students of this state. The following information is based on the Priority Academic Student Skills, adopted by the State Board of Education, August 22, 2002.

Merit's Process Writing programs address the following Oklahoma Priority Academic Student Skills:

Grade 3	pg. 2-5
Grade 4	pg. 5-9
Grade 5	pg. 10-13
Grade 6	pg. 13-16
Grade 7	pg. 16-21
Grade 8	pg. 22-28
Grade 9	pg. 28-38
Grade 10	pg. 38-48
Grade 11	pg. 49-58
Grade 12	pg. 59-65

Grade 3

Subhead	Content	Standard	Benchmark	Merit Software
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	1. Use a variety of prewriting activities such as brainstorming, clustering, illustrating, and webbing.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	2. Compose first drafts.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	3. Revise selected drafts, changing or adding details and vivid words.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	4. Proofread/edit writing with peers or teacher.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	5. Share writing with peers or adults.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	1. Communicate through a variety of written forms for various audiences and purposes to inform, entertain, instruct, describe, and to reflect.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	2. Write simple narrative, descriptive, and persuasive paragraphs.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	3. Write descriptive pieces about people, places, things, or experiences that: a. develop a main idea. b. use details to support the main idea.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	7. Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading
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Grade 4

Subhead	Content	Standard	Benchmark	Merit Software
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	1. Use a variety of prewriting activities such as brainstorming, clustering, illustrating, webbing, and graphic organizers.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	2. Select a focus and an organizational structure based upon purpose, audience, length, and required format and write one or more drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into longer text.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	3. Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	4. Edit drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	5. Share writing with peers and adults.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	6. Use common organizational structures for providing information in writing, such as chronological order (beginning, middle, and end), cause/effect, or similarity and difference, and posing and answering questions.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	1. Write narrative, descriptive, expository, and persuasive paragraphs and longer compositions that: a. have topic sentences. b. use concrete sensory supporting details. c. provide a context to allow the reader to imagine the event. d. support a logical conclusion.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	2. Write creative stories and poems using figurative language (alliteration, personification, simile, and metaphor) and varied word choice.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	3. Write personal, persuasive, formal, business letters, thank-you notes, and invitations including, the date, greeting, body, closing, and signature.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	4. Write informational pieces with multiple paragraphs that: a. provide an introductory paragraph that asks a central question about an idea or issue. . b. establish and support a central theme or idea with a topic sentence. c. include supporting paragraphs with simple facts, details, and explanations for focus. d. present important ideas and events in sequence, chronological order, of order of importance. e. provide details and transitions to link paragraphs. f. conclude with a paragraph that summarizes the points. g. use correct indention at the beginning of paragraphs. h. use more than one source of information, including speakers, newspapers, media sources, and online information.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	5. Write responses to literature that: a. demonstrate an understanding of a literary work. b. support judgments through references to both the text and prior knowledge.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading

Grade 5

Subhead	Content	Standard	Benchmark	Merit Software
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	1. Use the writing process to develop, extend, and refine composition skills. Example: Use a variety of prewriting activities, such as brainstorming, clustering, illustrating, webbing, using graphic organizers, notes, and logs.	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	2. Select a focus and an organizational structure based upon purpose, audience, length, and required format and write one or more drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into longer compositions.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	3. Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering questions.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	4. Edit drafts to ensure standard usage, mechanics, spelling, and varied sentence structure to improve meaning and clarity. Proofread to edit 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	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	5. Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	6. Publish and share writing with peers and adults.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	1. Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, instruct, and describe, while adjusting tone and style as appropriate. Example: Write a skit to present at your class talent show. Use funny words and phrases to make the audience laugh or convincing statements that might persuade them to support a particular idea.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	2. Write narratives (stories) that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story. Example: Select a type of narrative to write that is modeled after a mode of literature that has been shared in the classroom such as folktale, myth, science fiction, or mystery. Be sure to include an interesting beginning, develop the central conflict of the story, and establish an ending that resolves the conflict.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	3. Use figurative language when appropriate (alliteration, personification, simile, and metaphor) and varied word choice to make writing interesting (e.g., inquired or requested instead of asked).	Starter Paragraph Punch, Paragraph Punch, Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	5. Write informational pieces with multiple paragraphs that: a. provide an introductory paragraph. b. establish and support a central theme or idea with a thesis statement. c. include supporting paragraphs with simple facts, details, and explanations. d. present important ideas and events in sequence or in chronological order. e. provide details and transitions to link paragraphs. f. conclude with a paragraph that summarizes the points. g. use correct indentation at the beginning of paragraphs.	Starter Paragraph Punch, Paragraph Punch, Writing about Reading
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Grade 6

Subhead	Content	Standard	Benchmark	Merit Software
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	1. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.	Paragraph Punch, Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	2. Use details, examples, reasons, and evidence to develop an idea.	Paragraph Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	Paragraph Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	Paragraph Punch, Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 6, write narrative (story), expository (informative), persuasive, reflective, and descriptive texts of at least 500 to 700 words, demonstrating a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	6. Write responses to literature that: a. include an interpretation that shows careful reading, understanding, and insight.	Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 6, write narrative (story), expository (informative), persuasive, reflective, and descriptive texts of at least 500 to 700 words, demonstrating a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	6. Write responses to literature that: b. organize the interpretation around several clear ideas.	Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 6, write narrative (story), expository (informative), persuasive, reflective, and descriptive texts of at least 500 to 700 words, demonstrating a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	6. Write responses to literature that: c. develop and justify the interpretation through the use of examples and evidence from the text. Example: After reading folktales from other countries and the United States, write a response to the stories. Identify the beliefs and values that are highlighted in each of these folktales and develop a theory to explain why similar tales appear in many different cultures.	Writing about Reading
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Grade 7

Subhead	Content	Standard	Benchmark	Merit Software
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	1. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.	Paragraph Punch, Essay Punch, Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	2. Use details, examples, reasons, and evidence to develop an idea.	Paragraph Punch, Essay Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	Paragraph Punch, Essay Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	Paragraph Punch, Essay Punch, Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 7, write narrative (story), expository (informative), persuasive, reflective, and descriptive texts of at least 500 to 750 words. Introduce biographical and autobiographical narratives and write summaries of grade-level-appropriate reading material. The writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	1. Write biographical or autobiographical narratives (stories) that: a. identify a real person, living or not, who has had a special influence on other people.	Essay Punch
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.	1. Write biographical or autobiographical narratives (stories) that: b. provide a sequence of factual events and communicate the significance of the events to the person.	Essay Punch

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.	1. Write biographical or autobiographical narratives (stories) that: c. isolate specific scenes and incidents in times and places significant to defining the person's influence.	Essay Punch
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.	1. Write biographical or autobiographical narratives (stories) that: d. use anecdotes or describe with specific details the sights, sounds, and smells of a scene, and the specific actions, moments, gestures, and feelings of the person; use interior monologue (what a person says silently to self) to show the person's qualities and beliefs.	Essay Punch
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.	1. Write biographical or autobiographical narratives (stories) that: e. presents action segment to accommodate changes in time and mood. Example: After reading a biography or an autobiography of someone who has had special influence on others, use the structure to compose an autobiography of your own.	Essay Punch

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.	3. Write persuasive compositions that: a. state a clear position or perspective in support of a proposition or proposal.	Essay Punch
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.	3. Write persuasive compositions that: b. describe the points in support of the proposition, employing well-articulated evidence, and effective emotional appeal.	Essay Punch
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.	3. Write persuasive compositions that: c. identify and address reader concerns and counterarguments. Example: In preparation for an upcoming student election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).	Essay Punch

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.	6. Write responses to literature that: a. develop interpretations that show careful reading, understanding, and insight.	Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.	6. Write responses to literature that: b. organize the interpretation around several clear ideas, premises, or images for the literary work.	Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.	6. Write responses to literature that: c. justify interpretation through sustained use of examples and evidence from the text. Example: After reading a novel, write a paper describing the different ways the characters in the novel speak (using slang words or regional dialect) and analyze how this enhances or detracts from the book.	Writing about Reading

Grade 8

Subhead	Content	Standard	Benchmark	Merit Software
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	1. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.	Paragraph Punch, Essay Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	2. Use details, examples, reasons, and evidence to develop an idea.	Paragraph Punch, Essay Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	Paragraph Punch, Essay Punch, Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 1: Writing Process - The student will use the writing process to write coherently.	6. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	Paragraph Punch, Essay Punch, Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 8, write narrative (story), expository (informational), persuasive, reflective, and descriptive papers of at least 500 to 750 words and introduce technical documents. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	1. Write biographical or autobiographical narratives or short stories that: a. tell about an incident, event, or situation by using well-chosen details.	Essay Punch

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 8, write narrative (story), expository (informational), persuasive, reflective, and descriptive papers of at least 500 to 750 words and introduce technical documents. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	1. Write biographical or autobiographical narratives or short stories that: b. reveal the significance of, or the writer's attitude about the subject.	Essay Punch
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 8, write narrative (story), expository (informational), persuasive, reflective, and descriptive papers of at least 500 to 750 words and introduce technical documents. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	1. Write biographical or autobiographical narratives or short stories that: c. include narrative and descriptive strategies, such as, relevant dialogue, specific action, physical description, background description, and comparison or contrast characters. Example: Write an autobiographical account of one of your most memorable first days of school. Describe the day and its importance clearly enough so the reader can see and feel the day from your perspective.	Essay Punch

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 8, write narrative (story), expository (informational), persuasive, reflective, and descriptive papers of at least 500 to 750 words and introduce technical documents. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	3. Write persuasive compositions that: a. include a well-defined thesis that makes a clear and knowledgeable appeal.	Essay Punch
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 8, write narrative (story), expository (informational), persuasive, reflective, and descriptive papers of at least 500 to 750 words and introduce technical documents. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	3. Write persuasive compositions that: b. present detailed evidence, examples, and reasoning to support effective arguments and emotional appeal.	Essay Punch

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 8, write narrative (story), expository (informational), persuasive, reflective, and descriptive papers of at least 500 to 750 words and introduce technical documents. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	3. Write persuasive compositions that: c. provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. Example: Using the research completed on public transportation, write a persuasive letter to the mayor on why the community should or should not invest more resources into public transportation.	Essay Punch
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 8, write narrative (story), expository (informational), persuasive, reflective, and descriptive papers of at least 500 to 750 words and introduce technical documents. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	7. Write responses to literature that: a. demonstrate careful reading and insight into interpretations.	Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 8, write narrative (story), expository (informational), persuasive, reflective, and descriptive papers of at least 500 to 750 words and introduce technical documents. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	7. Write responses to literature that: b. connect responses to the writer's techniques and to specific textual references.	Writing about Reading
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 8, write narrative (story), expository (informational), persuasive, reflective, and descriptive papers of at least 500 to 750 words and introduce technical documents. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	7. Write responses to literature that: c. make supported inferences about the effects of a literary work on its audience.	Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas and use graphic organizers to plan writing. Write clear, coherent, and focused papers, and progress through the stages of the writing process and proofread, edit, and revise writing.	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 8, write narrative (story), expository (informational), persuasive, reflective, and descriptive papers of at least 500 to 750 words and introduce technical documents. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	7. Write responses to literature that: d. support judgments through references to the text, other works, other authors, or to personal knowledge. Example: After reading a novel, write a final chapter to the book, describing what happens to the main character after the point where the book ends. Then, plan a class presentation explaining the new ending, and how it is supported by the rest of the book.	Writing about Reading
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Grade 9

Subhead	Content	Standard	Benchmark	Merit Software
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).	Standard 1: Writing Process - The student will use the writing process to write coherently.	1. Use a writing process to develop and refine composition skills. Students are expected to: a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show w a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).	Standard 1: Writing Process - The student will use the writing process to write coherently.	1. Use a writing process to develop and refine composition skills. Students are expected to: b. develop multiple drafts both alone and collaboratively to categorize ideas, organizing them into paragraphs, and blending paragraphs into larger text.	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show w a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).	Standard 1: Writing Process - The student will use the writing process to write coherently.	1. Use a writing process to develop and refine composition skills. Students are expected to: c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show w a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).	Standard 1: Writing Process - The student will use the writing process to write coherently.	1. Use a writing process to develop and refine composition skills. Students are expected to: d. proofread writing for appropriateness of organization, content and style.	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).	Standard 1: Writing Process - The student will use the writing process to write coherently.	1. Use a writing process to develop and refine composition skills. Students are expected to: e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).	Standard 1: Writing Process - The student will use the writing process to write coherently.	2. Use extension and elaboration to develop an idea.	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).	Standard 1: Writing Process - The student will use the writing process to write coherently.	3. Demonstrate organization, unity, and coherence by using transitions and sequencing.	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show w a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).	Standard 1: Writing Process - The student will use the writing process to write coherently.	4. Use precise word choices, including figurative language, that convey specific meaning and tone.	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show w a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).	Standard 1: Writing Process - The student will use the writing process to write coherently.	5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business

Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>1. Write biographical or autobiographical narratives or short stories that: a. identify a real person, living or not, who has had a special influence on other people.</p>	Paragraph Punch, Essay Punch
Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>1. Write biographical or autobiographical narratives or short stories that: b. provide a sequence of factual events and communicate the significance of the events to the person.</p>	Paragraph Punch, Essay Punch

Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>1. Write biographical or autobiographical narratives or short stories that: c. isolates specific scenes and incidents in time and places significant to defining the person's influence.</p>	Paragraph Punch, Essay Punch
Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>1. Write biographical or autobiographical narratives or short stories that: d. uses anecdotes or describe with specific details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the person; use interior monologue (what characters say silently to self) to show the person's qualities and beliefs.</p>	Paragraph Punch, Essay Punch

Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>1. Write biographical or autobiographical narratives or short stories that: e. Present action segments to accommodate changes in time and mood. Example: Write an autobiographical account of a time when an important decision has to be made. Write a humorous story for elementary children and give the story a local setting.</p>	Paragraph Punch, Essay Punch
Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>2. Write expository compositions, including analytical essays and research reports that: a. include evidence in support of a thesis (position on the topic) including information on all relevant perspectives.</p>	Essay Punch

Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>3. Write persuasive compositions that: a. organize ideas and appeal in a sustained and effective fashion with the strongest emotion first and the least powerful last.</p>	Essay Punch
Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>3. Write persuasive compositions that: c. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</p>	Essay Punch

Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>4. Write documents related to career development, including simple business letters and job applications that:</p> <p>a. present information purposefully and in brief to meet the need of the intended audience.</p>	Writing for Business, Business Letter Punch
Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>4. Write documents related to career development, including simple business letters and job applications that:</p> <p>b. follow a conventional business letter or memorandum format. Example: Write a letter requesting an informational interview with a person in a career area that interests you. Complete a job application form for a part-time job and attach a memorandum outlining the particular skills you have that fit the needs of the position.</p>	Business Letter Punch

Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>7. Write responses to literature that: a. demonstrate a comprehensive grasp of the significant ideas of literary works.</p>	Writing about Reading
Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>7. Write responses to literature that: b. support important ideas and viewpoints through accurate and detailed reference to the text or to other works.</p>	Writing about Reading

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising, and editing).	Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	9. Write friendly letters and business letters, and continue to produce other writing forms introduced in earlier grades.	Business Letter Punch
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Grade 10

Subhead	Content	Standard	Benchmark	Merit Software
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).	Standard 1: Writing Process - The student will use the writing process to write coherently.	1. Use a writing process to develop and refine composition skills. Students are expected to: <ul style="list-style-type: none"> a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs. 	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business

Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).	Standard 1: Writing Process - The student will use the writing process to write coherently.	1. Use a writing process to develop and refine composition skills. Students are expected to: b. develop multiple drafts both alone and collaboratively to categorize ideas organizing them into paragraphs, and blending paragraphs into larger text.	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).	Standard 1: Writing Process - The student will use the writing process to write coherently.	1. Use a writing process to develop and refine composition skills. Students are expected to: c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business
Writing	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).	Standard 1: Writing Process - The student will use the writing process to write coherently.	1. Use a writing process to develop and refine composition skills. Students are expected to: d. proofread writing for appropriateness of organization, content, and style.	Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business

Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	<p>1. Use a writing process to develop and refine composition skills. Students are expected to: e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.</p>	<p>Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business</p>
Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	<p>2. Use extension and elaboration to develop an idea.</p>	<p>Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business</p>
Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	<p>3. Demonstrate organization, unity, and coherence by using transitions and sequencing.</p>	<p>Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business</p>

Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	<p>4. Use precise word choices, including figurative language, that convey specific meaning.</p>	<p>Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business</p>
Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	<p>5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.</p>	<p>Paragraph Punch, Essay Punch, Writing about Reading, Writing for Business</p>

Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 10, use the rhetorical strategies of narration, exposition, persuasion, reflection, or description to produce text of at least 750 to 1000 words. Compose business letters.</p> <p>Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>1. Write biographical or autobiographical narratives or short stories that:</p> <p>a. identify a real person, living or not, who has had a special influence on other people.</p>	Paragraph Punch, Essay Punch
Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 10, use the rhetorical strategies of narration, exposition, persuasion, reflection, or description to produce text of at least 750 to 1000 words. Compose business letters.</p> <p>Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>1. Write biographical or autobiographical narratives or short stories that:</p> <p>b. provide a sequence of factual events and communicate the significance of the events to the person.</p>	Paragraph Punch, Essay Punch

Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 10, use the rhetorical strategies of narration, exposition, persuasion, reflection, or description to produce text of at least 750 to 1000 words. Compose business letters.</p> <p>Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>1. Write biographical or autobiographical narratives or short stories that:</p> <p>c. isolates specific scenes and incidents in time and places significant to defining the person's influence.</p>	Paragraph Punch, Essay Punch
Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 10, use the rhetorical strategies of narration, exposition, persuasion, reflection, or description to produce text of at least 750 to 1000 words. Compose business letters.</p> <p>Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>1. Write biographical or autobiographical narratives or short stories that:</p> <p>d. uses anecdotes or describe with specific details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the person; use interior monologue (what characters say silently to self) to show the person's qualities and beliefs.</p>	Paragraph Punch, Essay Punch

Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 10, use the rhetorical strategies of narration, exposition, persuasion, reflection, or description to produce text of at least 750 to 1000 words. Compose business letters.</p> <p>Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>1. Write biographical or autobiographical narratives or short stories that:</p> <p>e. Present action segments to accommodate changes in time and mood.</p> <p>Example: Write an autobiographical account of a time when an important decision has to be made.</p> <p>Write a humorous story for elementary children and give the story a local setting.</p>	Paragraph Punch, Essay Punch
Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 10, use the rhetorical strategies of narration, exposition, persuasion, reflection, or description to produce text of at least 750 to 1000 words. Compose business letters.</p> <p>Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>2. Write expository compositions, including analytical essays and research reports that:</p> <p>a. include evidence in support of a thesis (position on the topic) including information on all relevant perspectives.</p>	Essay Punch

Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 10, use the rhetorical strategies of narration, exposition, persuasion, reflection, or description to produce text of at least 750 to 1000 words. Compose business letters. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>3. Write persuasive compositions that:</p> <p>a. organize ideas and appeal in a sustained and effective fashion with the strongest emotion first and the least powerful last.</p>	Essay Punch
Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 10, use the rhetorical strategies of narration, exposition, persuasion, reflection, or description to produce text of at least 750 to 1000 words. Compose business letters. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>3. Write persuasive compositions that:</p> <p>c. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</p>	Essay Punch

Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 10, use the rhetorical strategies of narration, exposition, persuasion, reflection, or description to produce text of at least 750 to 1000 words. Compose business letters. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>4. Write business letters that:</p> <p>a. provide clear and purposeful information and address the intended audience appropriately.</p>	Business Letter Punch
Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 10, use the rhetorical strategies of narration, exposition, persuasion, reflection, or description to produce text of at least 750 to 1000 words. Compose business letters. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>4. Write business letters that:</p> <p>b. use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience.</p>	Business Letter Punch

Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 10, use the rhetorical strategies of narration, exposition, persuasion, reflection, or description to produce text of at least 750 to 1000 words. Compose business letters. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>4. Write business letters that:</p> <p>c. emphasize main ideas or images.</p>	Business Letter Punch
Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 10, use the rhetorical strategies of narration, exposition, persuasion, reflection, or description to produce text of at least 750 to 1000 words. Compose business letters. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>4. Write business letters that:</p> <p>d. follow conventional style with page formats, fonts (typeface), and spacing that contribute to the document's readability and impact.</p> <p>Example: Write a letter of support or complaint in response to service that you received at a store or restaurant. Address the letter to the manager. Include a clear account of the incident and request that he or she take appropriate action in response.</p>	Business Letter Punch

Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 10, use the rhetorical strategies of narration, exposition, persuasion, reflection, or description to produce text of at least 750 to 1000 words. Compose business letters.</p> <p>Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>7. Write responses to literature that:</p> <p>a. demonstrate a comprehensive grasp of the significant ideas of literary works.</p>	Writing about Reading
Writing	<p>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process (prewriting, writing, revising and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 10, use the rhetorical strategies of narration, exposition, persuasion, reflection, or description to produce text of at least 750 to 1000 words. Compose business letters.</p> <p>Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>7. Write responses to literature that:</p> <p>b. support important ideas and viewpoints through accurate and detailed reference to the text or to other works.</p>	Writing about Reading

Subhead	Content	Standard	Benchmark	Merit Software
Writing	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument.</p> <p>The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	<p>1. Use a writing process to develop and refine composition skills. Students are expected to:</p> <p>a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.</p>	<p>Essay Punch, Writing for Business</p>
Writing	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument.</p> <p>The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	<p>1. Use a writing process to develop and refine composition skills. Students are expected to:</p> <p>b. develop multiple drafts both alone and collaboratively to categorize ideas, organizing them into paragraphs, and blending paragraphs into larger text.</p>	<p>Essay Punch, Writing for Business</p>

Writing	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument.</p> <p>The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	<p>1. Use a writing process to develop and refine composition skills. Students are expected to:</p> <p>c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.</p>	<p>Essay Punch, Writing for Business</p>
Writing	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument.</p> <p>The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	<p>1. Use a writing process to develop and refine composition skills. Students are expected to:</p> <p>d. proofread writing for appropriateness of organization, content and style.</p>	<p>Essay Punch, Writing for Business</p>

Writing	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument.</p> <p>The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	<p>1. Use a writing process to develop and refine composition skills. Students are expected to:</p> <ul style="list-style-type: none"> e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling. 	<p>Essay Punch, Writing for Business</p>
Writing	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument.</p> <p>The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	<p>5. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.</p>	<p>Essay Punch, Writing for Business</p>

<p>Writing</p>	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences. Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 11, continue to combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 1,500 words. Refine reflective compositions and historical investigation reports and become familiar with forms of job applications and résumés. Deliver multimedia presentations on varied topics. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>1. Write fictional, biographical or autobiographical narratives that: a. narrate a sequence or events and communicate their significance to the audience.</p>	<p>Essay Punch</p>
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<p>Writing</p>	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences. Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 11, continue to combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 1,500 words. Refine reflective compositions and historical investigation reports and become familiar with forms of job applications and résumés. Deliver multimedia presentations on varied topics. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>1. Write fictional, biographical or autobiographical narratives that: b. identify scenes and incidents in specific places.</p>	<p>Essay Punch</p>
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<p>Writing</p>	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences. Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 11, continue to combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 1,500 words. Refine reflective compositions and historical investigation reports and become familiar with forms of job applications and résumés. Deliver multimedia presentations on varied topics. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>1. Write fictional, biographical or autobiographical narratives that: d. Present action segments to accommodate changes in time and mood. Example: Read several short essays by writers on the practice of writing, such as, an excerpt from Anne Lamott's Bird by Bird or essays by Wallace Stegner or other authors on writing. Write an essay on how reading and/or writing have been significant in your life.</p>	<p>Essay Punch</p>
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<p>Writing</p>	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences. Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 11, continue to combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 1,500 words. Refine reflective compositions and historical investigation reports and become familiar with forms of job applications and résumés. Deliver multimedia presentations on varied topics. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>4. Write reflective compositions that may address one of the following purposes: a. explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.</p>	<p>Essay Punch</p>
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Writing	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 11, continue to combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 1,500 words. Refine reflective compositions and historical investigation reports and become familiar with forms of job applications and résumés. Deliver multimedia presentations on varied topics. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>4. Write reflective compositions that may address one of the following purposes:</p> <p>b. draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.</p>	Essay Punch
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Subhead	Content	Standard	Benchmark	Merit Software
Writing	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument.</p> <p>The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	<p>1. Use a writing process to develop and refine composition skills. Students are expected to:</p> <p>a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.</p>	<p>Essay Punch</p>
Writing	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument.</p> <p>The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	<p>1. Use a writing process to develop and refine composition skills. Students are expected to:</p> <p>b. develop multiple drafts both alone and collaboratively to categorize ideas, organizing them into paragraphs, and blending paragraphs into larger text.</p>	<p>Essay Punch</p>

Writing	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument.</p> <p>The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	<p>1. Use a writing process to develop and refine composition skills. Students are expected to:</p> <p>c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.</p>	Essay Punch
Writing	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument.</p> <p>The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	<p>1. Use a writing process to develop and refine composition skills. Students are expected to:</p> <p>d. proofread writing for appropriateness of organization, content and style.</p>	Essay Punch

Writing	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument.</p> <p>The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	<p>1. Use a writing process to develop and refine composition skills. Students are expected to:</p> <ul style="list-style-type: none"> e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling. 	Essay Punch
Writing	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument.</p> <p>The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 1: Writing Process - The student will use the writing process to write coherently.</p>	<p>5. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.</p>	Essay Punch

Writing	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 12, continue to combine the rhetorical strategies of narration, exposition, persuasion, and description to produce reflective compositions, historical investigation reports, and deliver multimedia presentations. The writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>1. Write fictional, biographical, or autobiographical narratives that:</p> <p>a. narrate a sequence of events and communicate their significance to the audience.</p>	Essay Punch
Writing	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 12, continue to combine the rhetorical strategies of narration, exposition, persuasion, and description to produce reflective compositions, historical investigation reports, and deliver multimedia presentations. The writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>1. Write fictional, biographical, or autobiographical narratives that:</p> <p>b. identify scenes and incidents in specific places</p>	Essay Punch

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Writing	<p>Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.</p> <p>Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument.</p> <p>The writing demonstrates progression through the stages of the writing process (prewriting, writing, revising, and editing).</p>	<p>Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.</p> <p>At Grade 12, continue to combine the rhetorical strategies of narration, exposition, persuasion, and description to produce reflective compositions, historical investigation reports, and deliver multimedia presentations.</p> <p>The writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>	<p>3. Write reflective compositions that may address one of the following purposes:</p> <p>a. explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.</p>	Essay Punch
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