

# Tennessee English Language Arts Curriculum Standards Correlated to Merit Software Process Writing Programs

## By End of Grade five

| Standard                                                                       | Expectation                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Merit Software                 |
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| <p><b>5.2.01 Engage in prewriting using a variety of strategies.</b></p>       | <ol style="list-style-type: none"> <li>1. Generate and focus ideas through brainstorming</li> <li>2. Arrange ideas by using graphic organizers (e.g., listing, clustering, story maps, and webs).</li> <li>3. Develop notes that include important concepts.</li> <li>4. Construct an outline with main ideas and supporting details.</li> <li>5. Select and refine a topic.</li> <li>6. Determine appropriate audience.</li> <li>7. Establish a purpose for writing.</li> </ol> | <p>Starter Paragraph Punch</p> |
| <p><b>5.2.03 Show evidence of drafting and revision with written work.</b></p> | <ol style="list-style-type: none"> <li>1. Select format based on purpose.</li> <li>2. Write with a sense of audience.</li> <li>3. Develop a paragraph with a topic sentence, supporting details,</li> </ol>                                                                                                                                                                                                                                                                      | <p>Starter Paragraph Punch</p> |

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|  | <p>and a concluding sentence.</p> <ol style="list-style-type: none"><li>4. Maintain focus of topic with specific relevant supporting details.</li><li>5. Explain and/or illustrate key ideas.</li><li>6. Demonstrate syntactic variety.</li><li>7. Arrange multi-paragraph work in a logical and coherent order.</li><li>8. Write using appropriate time order words or transitional words/phrases.</li><li>9. Revise to clarify thought, to refine ideas and to distinguish between important and unimportant information.</li><li>10. Use precise language including vivid words and figurative language.</li><li>11. Produce multiple drafts.</li></ol> |  |
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## By End of Grade Eight

### Writing

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

| <b>Standard</b>                                            | <b>Expectations</b>                                                                                                                                                                                                                                                                                                                                                                                     | <b>Merit Software</b>              |
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| <b>Engage in prewriting, using a variety of strategies</b> | <ul style="list-style-type: none"><li>a. Continue to generate, focus, and organize ideas through brainstorming,</li><li>b. Continue to develop writing by using appropriate organizational strategies, including outlining and other graphic organizers, to produce a prewriting plan that leads to writing.</li></ul>                                                                                  | Paragraph Punch<br><br>Essay Punch |
| <b>Compose drafts of written works.</b>                    | <ul style="list-style-type: none"><li>a. Continue to use prewriting plan to guide the first draft.</li><li>b. Continue to write and think freely while drafting.</li><li>c. Evaluate the selection of mode based on purpose (i.e., descriptive, narrative, expository, and persuasive).</li><li>d. Present and support sufficient knowledge of topic to reflect background and understanding.</li></ul> | Paragraph Punch<br><br>Essay Punch |

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|                                                                                              | <ul style="list-style-type: none"> <li>e. Compose the draft with an introduction to engage audience interest, body paragraphs, and a strong conclusion that extends the thesis.</li> <li>f. Use precise language including active verbs, vivid words, colorful modifiers, figurative language, imagery, and experiment with incorporating allusion.</li> <li>g. Continue to develop sentences that are clear, varied, and appropriate to the audience.</li> </ul>                                                                  |                                           |
| <p><b>Show evidence of and determine appropriate revisions within the written draft.</b></p> | <ul style="list-style-type: none"> <li>a. Revise writing to focus on purpose and audience.</li> <li>b. Evaluate and determine if word choices are appropriate for the target audience.</li> <li>c. Evaluate and revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).</li> <li>d. Evaluate and determine the effectiveness of the organization of the written draft (e.g., chronological order</li> </ul> | <p>Paragraph Punch</p> <p>Essay Punch</p> |

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|  | <p>or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).</p> <p>e. Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, supportive statistics).</p> <p>f. Analyze writing for clarity of thought.</p> |  |
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## By End of Grade Twelve

Writing is a life-long interactive process that is used to communicate with a variety of audiences and for a variety of purposes, adapting language conventions appropriately according to context. Writing is an act of discovery, a means of personal growth, and a tool for clarifying knowledge. To accomplish writing tasks more effectively, students need exposure to a variety of strategies in order to approach writing systematically, such as those included in the stages of the writing process.

| Objective                                                                                                                                                              | Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Merit Software                            |
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| <p><b>The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.</b></p> | <ul style="list-style-type: none"> <li>a. Write to acquire knowledge, clarify thinking, synthesize information, improve study skills, gain confidence, and enhance lifelong communication.</li> <li>b. Write frequently for a variety of purposes such as narration, description, persuasion, exposition, and personal, creative expression.</li> <li>c. Identify and write for a variety of audiences.</li> <li>d. Recognize that language has several levels of usage determined by audience, purpose, and occasion.</li> <li>e. Approach writing tasks systematically and use elements of the writing process as appropriate.</li> <li>f. Practice a variety of prewriting activities to generate, focus and organize ideas.</li> <li>g. Use a variety of appropriate organizational strategies to develop writing on various topics.</li> <li>h. Develop organized</li> </ul> | <p>Paragraph Punch</p> <p>Essay Punch</p> |

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|  | <p>writing containing focused, well-developed ideas.</p> <ul style="list-style-type: none"><li>i. Demonstrate effective writing style by the use of vivid words, a variety of sentence structures, and appropriate transitions.</li><li>j. Evaluate and revise writing to focus on purpose, organization, development, transitions, unity, and audience awareness.</li><li>k. Recognize and demonstrate knowledge of standard English: usage, mechanics, spelling, and sentence structure.</li><li>l. Identify and begin to use a variety of resources to revise and edit writing.</li><li>m. Research information from various sources to prepare presentations or reports which use summarizing, paraphrasing, direct quotations, citation of sources, and bibliographic sources.</li><li>n. Continue to respond actively and imaginatively to literature.</li><li>o. Demonstrate an understanding of and respect for multicultural and ethnic diversity in language.</li></ul> |  |
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