

**Texas Essential Knowledge and Skills for
English Language Arts and Reading
correlated to
Merit Software Process Writing Programs**

The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.23(a)-(l) of this title (relating to English Language Arts).

To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for each grade as described in subsection (b) of this section.

Merit's Process Writing programs address the following TEKS:

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Grade 3

Subhead	Learning Standard	Benchmark	Merit Software
Reading	(3.10) Reading/literary response. The student responds to various texts.	(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama (2-3);	Read and Write Punch
Reading	(3.10) Reading/literary response. The student responds to various texts.	(C) support interpretations or conclusions with examples drawn from text (2-3); and	Read and Write Punch
Reading	(3.10) Reading/literary response. The student responds to various texts.	(D) connect ideas and themes across texts (1-3).	Read and Write Punch
Writing	(3.14) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms.	(A) write to record ideas and reflections (K-3);	Read and Write Punch, Starter Paragraph Punch

Writing	(3.14) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms.	(B) write to discover, develop, and refine ideas (1-3);	Read and Write Punch, Starter Paragraph Punch
Writing	(3.16) Writing/spelling. The student spells proficiently.	(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);	Read and Write Punch
Writing	(3.16) Writing/spelling. The student spells proficiently.	(B) spell multisyllabic words using regularly spelled phonogram patterns (3);	Read and Write Punch
Writing	(3.16) Writing/spelling. The student spells proficiently.	(C) write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as <i>-ing</i> , <i>-ed</i> , or <i>-able</i> are added (3);	Read and Write Punch
Writing	(3.17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.	(C) compose elaborated sentences in written texts and use the appropriate end punctuation (3);	Read and Write Punch
Writing	(3.17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.	(D) compose sentences with interesting, elaborated subjects (2-3); and	Starter Paragraph Punch
Writing	(3.17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.	(E) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including <i>to be</i> , in final drafts (2-3).	Starter Paragraph Punch
Writing	(3.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);	Read and Write Punch, Starter Paragraph Punch
Writing	(3.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(B) develop drafts (1-3);	Read and Write Punch, Starter Paragraph Punch

Writing	(3.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3);	Read and Write Punch, Starter Paragraph Punch
Writing	(3.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);	Read and Write Punch, Starter Paragraph Punch
Writing	(3.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(E) use available technology for aspects of writing such as word processing, spell checking, and printing (2-3); and	Read and Write Punch, Starter Paragraph Punch
Writing	(3.18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3).	Read and Write Punch, Starter Paragraph Punch
Writing	(3.19) Writing/evaluation. The student evaluates his/her own writing and the writing of others.	(C) determine how his/her own writing achieves its purposes (1-3);	Starter Paragraph Punch
Writing	(3.19) Writing/evaluation. The student evaluates his/her own writing and the writing of others.	(E) review a collection of his/her own written work to monitor growth as a writer (2-3).	Starter Paragraph Punch

Grade 4

Subhead	Learning Standard	Benchmark	Merit Software
Reading	(4.11) Reading/literary response. The student expresses and supports responses to various types of texts.	(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Writing About Reading
Reading	(4.11) Reading/literary response. The student expresses and supports responses to various types of texts.	(B) interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8);	Writing About Reading
Writing	(4.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.	(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	Paragraph Punch
Writing	(4.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.	(B) write to influence such as to persuade, argue, and request (4-8);	Paragraph Punch

Writing	(4.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.	(C) write to inform such as to explain, describe, report, and narrate (4-8);	Paragraph Punch
Writing	(4.17) Writing/spelling. The student spells proficiently.	(C) use resources to find correct spellings (4-8); and	Paragraph Punch, Writing About Reading
Writing	(4.17) Writing/spelling. The student spells proficiently.	(D) spell accurately in final drafts (4-8).	Paragraph Punch, Writing About Reading
Writing	(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	(A) use regular and irregular plurals correctly (4-6);	Paragraph Punch, Writing About Reading
Writing	(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);	Paragraph Punch, Writing About Reading
Writing	(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);	Paragraph Punch, Writing About Reading
Writing	(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);	Paragraph Punch, Writing About Reading
Writing	(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	(E) use prepositional phrases to elaborate written ideas (4-8);	Paragraph Punch, Writing About Reading
Writing	(4.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	(F) use conjunctions to connect ideas meaningfully (4-5);	Paragraph Punch, Writing About Reading
Writing	(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8);	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	(4.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(H) proofread his/her own writing and that of others (4-8); and	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	(4.20) Writing/evaluation. The student evaluates his/her own writing and the writings of others.	(A) apply criteria to evaluate writing (4-8);	Paragraph Punch, Writing About Reading
Writing	(4.20) Writing/evaluation. The student evaluates his/her own writing and the writings of others.	(C) evaluate how well his/her own writing achieves its purposes (4-8);	Paragraph Punch, Writing About Reading

Grade 5

Subhead	Learning Standard	Benchmark	Merit Software
Reading	(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.	(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Writing About Reading
Reading	(5.11) Reading/literary response. The student expresses and supports responses to various types of texts.	(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);	Writing About Reading

Writing	(5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.	(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	Paragraph Punch, Writing About Reading
Writing	(5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.	(B) write to influence such as to persuade, argue, and request (4-8);	Paragraph Punch
Writing	(5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.	(C) write to inform such as to explain, describe, report, and narrate (4-8);	Paragraph Punch
Writing	(5.17) Writing/spelling. The student spells proficiently.	(C) use resources to find correct spellings (4-8); and	Paragraph Punch, Writing About Reading
Writing	(5.17) Writing/spelling. The student spells proficiently.	(D) spell accurately in final drafts (4-8).	Paragraph Punch, Writing About Reading
Writing	(5.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	(A) use regular and irregular plurals correctly (4-6);	Paragraph Punch, Writing About Reading
Writing	(5.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);	Paragraph Punch, Writing About Reading
Writing	(5.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);	Paragraph Punch, Writing About Reading
Writing	(5.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);	Paragraph Punch, Writing About Reading

Writing	(5.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	(E) use prepositional phrases to elaborate written ideas (4-8);	Paragraph Punch, Writing About Reading
Writing	(5.18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	(F) use conjunctions to connect ideas meaningfully (4-5);	Paragraph Punch, Writing About Reading
Writing	(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8);	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);	Starter Paragraph Punch, Paragraph Punch, Writing About Reading

Writing	(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	(5.19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(H) proofread his/her own writing and that of others (4-8); and	Starter Paragraph Punch, Paragraph Punch, Writing About Reading
Writing	(5.20) Writing/evaluation. The student evaluates his/her own writing and the writing of others.	(A) apply criteria to evaluate writing (4-8);	Paragraph Punch, Writing About Reading
Writing	(5.20) Writing/evaluation. The student evaluates his/her own writing and the writing of others.	(C) evaluate how well his/her own writing achieves its purposes (4-8);	Paragraph Punch, Writing About Reading

Grade 6

Subhead	Learning Standard	Benchmark	Merit Software
Reading	(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);	Writing About Reading
Reading	(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Writing About Reading
Writing	(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	Paragraph Punch, Writing About Reading
Writing	(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	(B) write to influence such as to persuade, argue, and request (4-8);	Paragraph Punch
Writing	(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	(C) write to inform such as to explain, describe, report, and narrate (4-8);	Paragraph Punch

Writing	(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).	Paragraph Punch, Writing About Reading
Writing	(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The student is expected to:	(F) spell accurately in final drafts (4-8); and	Paragraph Punch, Writing About Reading
Writing	(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	(B) write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses (6);	Paragraph Punch, Writing About Reading
Writing	(18) Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8);	Paragraph Punch, Writing About Reading
Writing	(18) Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	Paragraph Punch, Writing About Reading
Writing	(18) Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	Paragraph Punch, Writing About Reading
Writing	(18) Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	Paragraph Punch, Writing About Reading
Writing	(18) Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);	Paragraph Punch, Writing About Reading
Writing	(18) Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(H) proofread his/her own writing and that of others (4-8); and	Paragraph Punch, Writing About Reading

Writing	(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:	(A) apply criteria to evaluate writing (4-8);	Paragraph Punch, Writing About Reading
Writing	(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:	(C) evaluate how well his/her own writing achieves its purposes (4-8);	Paragraph Punch, Writing About Reading

Grade 7

Subhead	Learning Standard	Benchmark	Merit Software
Reading	(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(B) interpret text ideas through such varied means journal writing, discussion, enactment, and media (4-8);	Writing About Reading
Reading	(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Writing About Reading
Writing	(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	(B) write to influence such as to persuade, argue, and request (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	(C) write to inform such as to explain, describe, report, and narrate (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	(F) spell accurately in final drafts (4-8); and	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	(A) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8);	Paragraph Punch, Essay Punch, Writing About Reading

Writing	(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(H) proofread his/her own writing and that of others (4-8); and	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:	(A) apply criteria to evaluate writing (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:	(C) evaluate how well his/her own writing achieves its purposes (4-8);	Paragraph Punch, Essay Punch, Writing About Reading

Grade 8

Subhead	Learning Standard	Benchmark	Merit Software
Reading	(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);	Writing About Reading

Reading	(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	Writing About Reading
Writing	(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	(B) write to influence such as to persuade, argue, and request (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	(C) write to inform such as to explain, describe, report, and narrate (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	(F) spell accurately in final drafts (4-8); and	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	(A) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(18) Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(18) Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(18) Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(18) Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	Paragraph Punch, Essay Punch, Writing About Reading

Writing	(18) Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(18) Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(18) Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	(H) proofread his/her own writing and that of others (4-8); and	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:	(A) apply criteria to evaluate writing (4-8);	Paragraph Punch, Essay Punch, Writing About Reading
Writing	(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:	(C) evaluate how well his/her own writing achieves its purposes (4-8);	Paragraph Punch, Essay Punch, Writing About Reading

Grade 9

Subhead	Learning Standard	Benchmark	Merit Software
Writing	(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:	(A) write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence; write persuasively; write to report and describe; and write poems, plays, and stories;	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business
Writing	(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:	(B) write in a voice and style appropriate to audience and purpose; and	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business
Writing	(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:	(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business

Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(A) use prewriting strategies to generate ideas, develop voice, and plan;	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business
Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business
Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(C) proofread writing for appropriateness of organization, content, style, and conventions;	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business
Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(E) use technology for aspects of creating, revising, editing, and publishing.	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business
Writing	(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively. The student is expected to:	(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business
Writing	(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively. The student is expected to:	(D) produce error-free writing in the final draft.	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business
Reading	(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations;	Writing About Reading
Reading	(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(B) use elements of text to defend his/her own responses and interpretations; and	Writing About Reading

Grade 10

Subhead	Learning Standard	Benchmark	Merit Software
Writing	(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:	(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business
Writing	(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:	(B) write in a voice and a style appropriate to audience and purpose; and	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business
Writing	(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:	(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business
Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(A) use prewriting strategies to generate ideas, develop voice, and plan;	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business
Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business
Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(C) proofread writing for appropriateness of organization, content, style, and conventions;	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business
Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(E) use technology for aspects of creating, revising, editing, and publishing texts.	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business
Writing	(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:	(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business

Writing	(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:	(D) produce error-free writing in the final draft.	Paragraph Punch, Essay Punch, Write about Reading, Writing for Business
Reading	(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments;	Writing about Reading
Reading	(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	(B) use elements of text to defend his/her own responses and interpretations; and	Writing about Reading

Grade 11

Subhead	Learning Standard	Benchmark	Merit Software
Writing	(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:	(A) write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and resumé;	Essay Punch, Writing for Business
Writing	(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:	(B) write in a voice and style appropriate to audience and purpose; and	Essay Punch, Writing for Business
Writing	(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:	(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	Essay Punch, Writing for Business
Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(A) use prewriting strategies to generate ideas, develop voice, and plan;	Essay Punch, Writing for Business
Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	Essay Punch, Writing for Business

Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(C) proofread writing for appropriateness of organization, content, style, and conventions;	Essay Punch, Writing for Business
Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(E) use technology for aspects of creating, revising, editing, and publishing texts.	Essay Punch, Writing for Business
Writing	(3) Writing/grammar/usage/conventions/ spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:	(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;	Essay Punch, Writing for Business
Writing	(3) Writing/grammar/usage/conventions/ spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:	(D) produce error-free writing in the final draft; and	Essay Punch, Writing for Business

Grade 12

Subhead	Learning Standard	Benchmark	Merit Software
Writing	(1) Writing/purposes. The student writes in a variety of forms. The student is expected to:	(B) draw upon the distinguishing characteristics of written forms such as essays, scientific reports, speeches, and memoranda to write effectively in each form;	Essay Punch
Writing	(1) Writing/purposes. The student writes in a variety of forms. The student is expected to:	(C) write in a voice and style appropriate to audience and purpose;	Essay Punch
Writing	(1) Writing/purposes. The student writes in a variety of forms. The student is expected to:	(E) employ precise language to communicate ideas clearly and concisely; and	Essay Punch
Writing	(1) Writing/purposes. The student writes in a variety of forms. The student is expected to:	(F) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	Essay Punch
Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(A) use prewriting strategies to generate ideas, develop voice, and plan;	Essay Punch

Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(B) develop drafts both independently and collaboratively by organizing content such as paragraphing and outlining and by refining style to suit occasion, audience, and purpose;	Essay Punch
Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(C) use vocabulary, organization, and rhetorical devices appropriate to audience and purpose;	Essay Punch
Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(D) use varied sentence structure to express meanings and achieve desired effect;	Essay Punch
Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(E) revise drafts by rethinking content organization and style to better accomplish the task;	Essay Punch
Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(F) use effective sequences and transitions to achieve coherence and meaning;	Essay Punch
Writing	(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:	(G) use technology for aspects of creating, revising, editing, and publishing texts; and	Essay Punch