

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

Basic

Objective	Expectations	Merit Software
<p>Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</p>	<p>A. Students use a variety of strategies to generate ideas for writing such as developing a plan, grouping related ideas, organizing information according to type and purpose, and using prior knowledge.</p> <p>B. Students write multi-paragraph expository compositions with details, transitions, and conclusions. C. Students use meaningful word choice, evidence of voice, and sentence fluency. D. Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as</p>	<p>Starter Paragraph Punch</p>

	<p>prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.</p> <p>C. E. Students use strategies to revise writing such as producing multiple drafts.</p>	
<p>Students write a variety of expressive and expository pieces.</p>	<p>A. Students write and share literary analyses, using grade-level-appropriate strategies such as:</p> <ol style="list-style-type: none"> <li>1. Summarizing main ideas and significant details;</li> <li>2. Using examples from the text, other works, and prior knowledge or experience</li> <li>3. Relating own ideas to supporting details</li> <li>4. Developing interpretation based on careful reading.</li> </ol>	<p>Starter Paragraph Punch</p>

Intermediate

Objective	Expectation	Merit Software
<p>Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</p>	<ul style="list-style-type: none"> <li>A. Students write using a clear idea with specific details, establishing a controlling impression and a coherent thesis.</li> <li>B. Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing.</li> <li>C. Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques.</li> <li>D. Student writing is appropriate for intended audience and purposes; voice is apparent.</li> <li>E. Students use meaningful word choice to achieve purpose.</li> <li>F. Students use grade-level-appropriate sentence fluency with compound and complex sentences, parallel structure in a series, and sentence variety.</li> <li>G. Students use grade-level-appropriate conventions with spelling, usage,</li> </ul>	<p>Paragraph Punch</p> <p>Essay Punch</p>

	<p>punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case.</p> <p>H. Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.</p> <p>I. Students use strategies to edit and publish written work such as editing for conventions and using resources to edit such as dictionaries, spell checkers, and style manuals.</p> <p>J. Students use word processing in the writing process.</p>	
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Advanced

Objective	Expectations	Merit Software
Students use strategies to generate ideas for written work including:	<ol style="list-style-type: none"> <li>1. Considering audience and purpose in planning.</li> <li>2. Developing a focus.</li> <li>3. Using vivid, specific and relevant details and concepts.</li> </ol>	<p>Paragraph Punch</p> <p>Essay Punch</p>
Students use organization skills to:	<ol style="list-style-type: none"> <li>1. Arrange paragraphs into logical progression;</li> <li>2. Include a concluding statement; and</li> <li>3. Use transitions in written work.</li> <li>4. Students use strategies to draft and revise written work such as producing multiple drafts.</li> </ol>	<p>Paragraph Punch</p> <p>Essay Punch</p>
Students write and present persuasive essays, demonstrations, and reports, (research, problem/solution) using grade level-appropriate strategies.	<ol style="list-style-type: none"> <li>1. Using evidence to support a thesis</li> <li>2. Addressing author biases and concerns</li> <li>3. Using information and ideas from primary and secondary sources</li> <li>4. Documenting sources using appropriate standard formats.</li> </ol>	<p>Paragraph Punch</p> <p>Essay Punch</p>