

## Apangea Learning Writing Correlations Standards for English Language Arts

NCTE (National Council of Teachers of English)/IRA(International Reading Association)

AL WPT MET		The Standard Purpose	CLUSTERS
*NO	1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and	Covering breadth and diversity of text	<b>The range of materials that students should read and the purpose for reading</b>
*NO	2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.	Literary works	
YES	<b>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</b>	Reading strategies and the processes	<b>Strategies and processes in reading</b>
YES	<b>4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</b>	Variations and conventions (i.e. grammar)	<b>Knowledge of language variation and convention</b>
YES	<b>5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</b>	Knowledge needed to use language effectively	<b>Creating Texts</b>

YES	<b>6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</b>	Connections between reading and writing	
*NO	<b>7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</b>	Approaches to inquiry	<b>Research and Inquiry</b>
YES	<b>8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</b>	Use of research materials	
YES	<b>9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</b>	Diversity in language arts	<b>Multicultural Language Arts</b>
YES	<b>10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.</b>	Extending across cultures	
*NO	<b>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</b>	Collaborative learning	<b>Social and Personal Significance</b>
*NO	<b>12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</b>	Motivated by one's own goals	

\* Standards that are not addressed by Apangea Learning Writing Tutor are covered as part of regular classroom instruction.