

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Texas High School Standards (Grades 9-12)							
Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
English I							
Reading							
2	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about theme and genre and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about theme and genre. They can verify that the students use evidence from the text appropriately.
2A	analyze how the genre of texts with similar themes shapes meaning;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about theme and genre and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about theme and genre. They can verify that the students use evidence from the text appropriately.
2B	analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about theme and genre and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about theme and genre. They can verify that the students use evidence from the text appropriately.
2C	relate the figurative language of a literary work to its historical and cultural setting.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about theme and genre and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about theme and genre. They can verify that the students use evidence from the text appropriately.
3	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of poetry. They can provide feedback on their analyses of poetic language and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about the structure and elements of poetry. They can assess their analyses of poetic language and verify that the students use evidence from the text appropriately.
4	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and dramatic elements. They can provide feedback on their explanations and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about dramatic elements. They can assess their explanations and verify that the students use evidence from the text appropriately.
5	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
5A	analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
5B	analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
5C	analyze the way in which a work of fiction is shaped by the narrator's point of view; and	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
5D	demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
6	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about nonfiction texts. They can provide feedback on their analyses of nonfictional elements and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about nonfiction texts. They can provide feedback on their analyses of nonfictional elements and verify that the students use evidence from the text appropriately.
7	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about an author's use of imagery and sarcasm. They can verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about an author's use of imagery and sarcasm. They can verify the students use evidence from the text appropriately.
8	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about an author's purpose. They can provide feedback on whether the student accurately identified the controlling idea and supporting elements and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about an author's purpose. They can provide feedback on whether the student accurately identified the controlling idea and supporting elements and verify that the students use evidence from the text appropriately.
9	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about expository texts. They can verify that summaries are not too close to the original text and represents the main ideas of the text.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about expository texts. They can assess that the summaries are not too close to the original text and whether it represents the main ideas of the text.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
9A	summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;	■	■	■	OriginalityCheck can help students and instructors verify that the students summarize the text without using the same words as the original text and help them verify that the summary is cited appropriately.	With PeerMark students can verify that summaries are not too close to the original text and represents the main ideas of the text.	Instructors can provide feedback through GradeMark on the students' summaries and whether they are too close to the original text and represents the main ideas of the text.
9B	differentiate between opinions that are substantiated and unsubstantiated in the text;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review whether their peers have successfully differentiated between opinions that are substantiated and unsubstantiated.	Instructors can provide feedback through GradeMark on whether their peers have successfully differentiated between opinions that are substantiated and unsubstantiated.
9C	make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns, and	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review whether they have successfully identified the organizational pattern of the text.	Instructors can provide feedback through GradeMark on whether they have successfully identified the organizational pattern of the text.
9D	synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review whether their peers have synthesized material from several texts. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on whether the students have successfully synthesized material from several texts. They can verify that the students use evidence from the text appropriately.
10	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students' inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
10A	analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience, and	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students' inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
10B	analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students' inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
11	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	■	■	■		With PeerMark students can review one another's analyses of procedural text for accuracy.	Instructors can provide feedback through GradeMark on the students' analyses of procedural text for accuracy.
11A	analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and	■	■	■		With PeerMark students can review one another's analyses of procedural text for accuracy.	Instructors can provide feedback through GradeMark on the students' analyses of procedural text for accuracy.
11B	analyze factual, quantitative, or technical data presented in multiple graphical sources.	■	■	■		With PeerMark students can review one another's analyses of procedural text for accuracy.	Instructors can provide feedback through GradeMark on the students' analyses of procedural text for accuracy.
12	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	■	■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
12A	compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;	■	■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
12B	analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	■	■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
12C	compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and	■	■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
12D	evaluate changes in formality and tone within the same medium for specific audiences and purposes.	■	■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
Writing							
13	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
13A	plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
13B	structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
13C	revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
13D	edit drafts for grammar, mechanics, and spelling; and	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, edits, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
13E	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
14	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	■	■	■	Students can present their ideas to their peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
14A	write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;	■	■	■	Students can present their ideas to their peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
14B	write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and	■	■	■	Students can present their ideas to their peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
14C	write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	■	■	■	Students can present their ideas to their peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
15	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
15A	write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a controlling idea or thesis; (iv) an organizing structure appropriate to purpose, audience, and context; and (v) relevant information and valid inferences;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
15B	write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; and (ii) reader-friendly formatting techniques;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
15C	write an interpretative response to an expository or a literary text (e.g., essay or review) that: (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text, using embedded quotations; and (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
15D			■	■		With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
16	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
16A	a clear thesis or position based on logical reasons supported by precise and relevant evidence;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
16B	consideration of the whole range of information and views on the topic and accurate and honest representation of these views;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
16C	counter-arguments based on evidence to anticipate and address objections;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
16D	an organizing structure appropriate to the purpose, audience, and context; and	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
16E	an analysis of the relative value of specific data, facts, and ideas.	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
17	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
17A	use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); (ii) restrictive and nonrestrictive relative clauses; and (iii) reciprocal pronouns (e.g., one another, one another);		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
17B	identify and use the subjunctive mood to express doubts, wishes, and possibilities; and		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
17C	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
18	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
18A	use conventions of capitalization;		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
18B	and use correct punctuation marks including: (i) quotation marks to indicate sarcasm or irony; (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and (iii) dashes to emphasize parenthetical information.		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
19	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
20	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
20A	brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	■	■	■	Students can present research questions to their peers on the discussion board as well as set up a research plan through this forum.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
20B	formulate a plan for engaging in research on a complex, multi-faceted topic.	■	■	■	Students can present research questions to their peers on the discussion board as well as set up a research plan through this forum.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
21	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
21A	follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
21B	organize information gathered from the multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
21C	paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
22	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
22A	modify the major research question as necessary to refocus the research plan;	■	■	■	Students can present research questions to their peers on the discussion board as well as set up a research plan through this forum.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
22B	evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and	■	■	■	Students can present research questions to their peers on the discussion board as well as set up a research plan through this forum.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
22C	critique the research process at each step to implement changes as the need occurs and is identified.	■	■	■	Students can write their research projects in stages and reflect on each stage as they complete them, assessing what needs to be adjusted, modified, etc.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
23	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
23A	marshals evidence in support of a clear thesis statement and related claims;	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
23B	provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
23C	uses graphics and illustrations to help explain concepts where appropriate;	■	■	■		With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
23D	uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations. Students can write their research projects in stages and reflect on each stage as they complete them, assessing what needs to be adjusted, modified, etc.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
23E	uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials.	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
26	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	■	■		Students can engage in discussion with the discussion board about various issues and projects for which they might work collaboratively.	With PeerMark students can work in teams to discuss various issues and work collaboratively with one another.	
English II							
Reading							
2	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about theme and genre and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about theme and genre. They can verify that the students use evidence from the text appropriately.
2A	compare and contrast differences in similar themes expressed in different time periods;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about theme and genre and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about theme and genre. They can verify that the students use evidence from the text appropriately.
2B	analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about theme and genre and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about theme and genre. They can verify that the students use evidence from the text appropriately.
2C	relate the figurative language of a literary work to its historical and cultural setting.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about theme and genre and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about theme and genre. They can verify that the students use evidence from the text appropriately.
3	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of poetry. They can provide feedback on their analyses of poetic language and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about the structure and elements of poetry. They can assess their analyses of poetic language and verify that the students use evidence from the text appropriately.
4	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how archetypes and motifs in drama affect the plot of plays.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and dramatic elements. They can provide feedback on their explanations and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about dramatic elements. They can assess their explanations and verify that the students use evidence from the text appropriately.
5	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
5A	analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
5B	analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
5C	evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
5D	demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
6	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about nonfiction texts. They can provide feedback on their analyses of nonfictional elements and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about nonfiction texts. They can provide feedback on their analyses of nonfictional elements and verify that the students use evidence from the text appropriately.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
7	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about an author's use of imagery and sarcasm. They can verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about an author's use of imagery and sarcasm. They can verify the students use evidence from the text appropriately.
8	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about an author's purpose. They can provide feedback on whether the student accurately identified the controlling idea and supporting elements and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about an author's purpose. They can provide feedback on whether the student accurately identified the controlling idea and supporting elements and verify that the students use evidence from the text appropriately.
9	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about expository texts. They can verify that summaries are not too close to the original text and represents the main ideas of the text.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about expository texts. They can assess that the summaries are not too close to the original text and whether it represents the main ideas of the text.
9A	summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can verify that summaries are not too close to the original text and represents the main ideas of the text.	Instructors can provide feedback through GradeMark on the students' summaries and whether they are too close to the original text and represents the main ideas of the text.
9B	distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review whether their peers have successfully differentiated between opinions that are substantiated and unsubstantiated.	Instructors can provide feedback through GradeMark on whether their peers have successfully differentiated between opinions that are substantiated and unsubstantiated.
9C	make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review whether they have successfully identified the organizational pattern of the text.	Instructors can provide feedback through GradeMark on whether they have successfully identified the organizational pattern of the text.
9D	synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review whether their peers have synthesized material from several texts. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on whether the students have successfully synthesized material from several texts. They can verify that the students use evidence from the text appropriately.
10	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students' inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
10A	explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students' inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
10B	analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students' inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
11	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	■	■	■		With PeerMark students can review one another's analyses of procedural text for accuracy.	Instructors can provide feedback through GradeMark on the students' analyses of procedural text for accuracy.
11A	evaluate text for the clarity of its graphics and its visual appeal; and	■	■	■		With PeerMark students can review one another's analyses of procedural text for accuracy.	Instructors can provide feedback through GradeMark on the students' analyses of procedural text for accuracy.
11B	synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).	■	■	■		With PeerMark students can review one another's analyses of procedural text for accuracy.	Instructors can provide feedback through GradeMark on the students' analyses of procedural text for accuracy.
12	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	■	■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
12A	evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	■	■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
12B	analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	■	■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
12C	examine how individual perception or bias in coverage of the same event influences the audience; and	■	■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
12D	evaluate changes in formality and tone within the same medium for specific audiences and purposes.	■	■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
Writing							
13	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
13A	plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning; revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
13B	write a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning; revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
13C	write a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning; revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
13D	edit drafts for grammar, mechanics, and spelling; and	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, edits, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
13E	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
14	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	■	■	■	Students can present their ideas to their peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
14A	write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	■	■	■	Students can present their ideas to their peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
14B	write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and	■	■	■	Students can present their ideas to their peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
14C	write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	■	■	■	Students can present their ideas to their peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
15	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
15A	write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a thesis or controlling idea; (iv) an organizing structure appropriate to purpose, audience, and context; (v) relevant evidence and well-chosen details; and (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
15B	write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques; and (iii) anticipation of readers' questions;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
15C	write interpretive response to an expository or a literary text (e.g., essay or review) that: (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and (iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; and produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
15D	write interpretive response to an expository or a literary text (e.g., essay or review) that: (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and (iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; and produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
16	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
16A	a clear thesis or position based on logical reasons supported by precise and relevant evidence;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
16B	consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context);	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
16C	counter-arguments based on evidence to anticipate and address objections;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
16D	an organizing structure appropriate to the purpose, audience, and context;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
16E	an analysis of the relative value of specific data, facts, and ideas; and	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
16F	a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations),	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
17	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
17A	use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); (ii) restrictive and nonrestrictive relative clauses; and (iii) reciprocal pronouns (e.g., one another, one another);		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
17B	identify and use the subjunctive mood to express doubts, wishes, and possibilities; and		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
17C	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
18	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
18A	use conventions of capitalization; and		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
18B	use correct punctuation marks including: (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; (ii) quotation marks to indicate sarcasm or irony; and (iii) dashes to emphasize parenthetical information.		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
19	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
20	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
20A	brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	■	■	■	Students can present research questions to their peers on the discussion board as well as set up a research plan through this forum.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
20B	formulate a plan for engaging in research on a complex, multi-faceted topic.	■	■	■	Students can present research questions to their peers on the discussion board as well as set up a research plan through this forum.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
21	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
21A	follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
21B	organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
21C	paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
22	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
22A	modify the major research question as necessary to refocus the research plan;	■	■	■	Students can present research questions to their peers on the discussion board as well as set up a research plan through this forum.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
22B	evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and	■	■	■	Students can present research questions to their peers on the discussion board as well as set up a research plan through this forum.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
22C	critique the research process at each step to implement changes as the need occurs and is identified.	■	■	■	Students can write their research projects in stages and reflect on each stage as they complete them, assessing what needs to be adjusted, modified, etc.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
23	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
23A	marshals evidence in support of a clear thesis statement and related claims;	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
23B	provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide audience feedback on the writing.
23C	uses graphics and illustrations to help explain concepts where appropriate;	■	■	■		With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
23D	uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations. Students can write their research projects in stages and reflect on each stage as they complete them, assessing what needs to be adjusted, modified, etc.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
23E	uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials.	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
26	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	■	■	■	Students can engage in discussion with the discussion board about various issues and projects for which they might work collaboratively.	With PeerMark students can work in teams to discuss various issues and work collaboratively with one another.	
English III							
Reading							
2	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about theme and genre and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about theme and genre. They can verify that the students use evidence from the text appropriately.
2A	analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about theme and genre and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about theme and genre. They can verify that the students use evidence from the text appropriately.
2B	relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about theme and genre and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about theme and genre. They can verify that the students use evidence from the text appropriately.
2C	relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about theme and genre and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about theme and genre. They can verify that the students use evidence from the text appropriately.
3	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of poetry. They can provide feedback on their analyses of poetic language and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about the structure and elements of poetry. They can assess their analyses of poetic language and verify that the students use evidence from the text appropriately.
4	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and dramatic elements. They can provide feedback on their explanations and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about dramatic elements. They can assess their explanations and verify that the students use evidence from the text appropriately.
5	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
5A	evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
5B	analyze the internal and external development of characters through a range of literary devices;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
5C	analyze the impact of narration when the narrator's point of view shifts from one character to another, and	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
5D	demonstrate familiarity with works by authors in American fiction from each major literary period.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
6	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about nonfiction texts. They can provide feedback on their analyses of nonfictional elements and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about nonfiction texts. They can provide feedback on their analyses of nonfictional elements and verify that the students use evidence from the text appropriately.
7	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about an author's use of imagery and sarcasm. They can verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about an author's use of imagery and sarcasm. They can verify the students use evidence from the text appropriately.
8	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about an author's purpose. They can provide feedback on whether the student accurately identified the controlling idea and supporting elements and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about an author's purpose. They can provide feedback on whether the student accurately identified the controlling idea and supporting elements and verify that the students use evidence from the text appropriately.
9	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about expository texts. They can verify that summaries are not too close to the original text and represents the main ideas of the text.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about expository texts. They can assess that the summaries are not too close to the original text and whether it represents the main ideas of the text.
9A	summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can verify that summaries are not too close to the original text and represents the main ideas of the text.	Instructors can provide feedback through GradeMark on the students' summaries and whether they are too close to the original text and represents the main ideas of the text.
9B	distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review whether their peers have successfully differentiated between opinions that are substantiated and unsubstantiated.	Instructors can provide feedback through GradeMark on whether their peers have successfully differentiated between opinions that are substantiated and unsubstantiated.
9C	make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review whether they have successfully identified the organizational pattern of the text.	Instructors can provide feedback through GradeMark on whether they have successfully identified the organizational pattern of the text.
9D	synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review whether their peers have synthesized material from several texts. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on whether the students have successfully synthesized material from several texts. They can verify that the students use evidence from the text appropriately.
10	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students' inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
10A	evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students' inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
10B	analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students' inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
11	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's analyses of procedural text for accuracy.	Instructors can provide feedback through GradeMark on the students' analyses of procedural text for accuracy.
11A	evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's analyses of procedural text for accuracy.	Instructors can provide feedback through GradeMark on the students' analyses of procedural text for accuracy.
11B	translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's analyses of procedural text for accuracy.	Instructors can provide feedback through GradeMark on the students' analyses of procedural text for accuracy.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
12	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
12A	evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;		■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
12B	evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;		■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
12C	evaluate the objectivity of coverage of the same event in various types of media; and		■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
12D	evaluate changes in formality and tone across various media for different audiences and purposes.		■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
Writing							
13	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
13A	plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
13B	structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
13C	revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
13D	edit drafts for grammar, mechanics, and spelling; and	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, edits, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
13E	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
14	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	■	■	■	Students can present their ideas to their peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
14A	write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	■	■	■	Students can present their ideas to their peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
14B	write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	■	■	■	Students can present their ideas to their peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
14C	write a script with an explicit or implicit theme, using a variety of literary techniques.	■	■	■	Students can present their ideas to their peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
15	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
15A	write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (v) relevant and substantial evidence and well-chosen details; and (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources.	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
15B	write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and consider their needs; (iv) accurate technical information in accessible language; and (v) appropriate organizational structures supported by facts and details (documented if appropriate).	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
15C	write an interpretation of an expository or a literary text that: (i) advances a clear thesis statement; (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text; (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and (v) anticipates and responds to readers' questions or contradictory information; and	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
15D	produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
16	Writing/Persuasive Texts: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
16A	a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
16B	accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
16C	an organizing structure appropriate to the purpose, audience, and context;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
16D	information on the complete range of relevant perspectives;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
16E	demonstrated consideration of the validity and reliability of all primary and secondary sources used; and	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
16F	language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
17	Oral and Written Conventions/Conventions: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	■	■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
17A	use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and	■	■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
17B	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	■	■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
19	Oral and Written Conventions/Spelling: Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	■	■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
20	Research/Research Plan: Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
20A	brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	■	■	■	Students can present research questions to their peers on the discussion board as well as set up a research plan through this forum.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
20B	formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	■	■	■	Students can present research questions to their peers on the discussion board as well as set up a research plan through this forum.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
21	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
21A	follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
21B	systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
21C	paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
22	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
22A	modify the major research question as necessary to refocus the research plan;	■	■	■	Students can present research questions to their peers on the discussion board as well as set up a research plan through this forum.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
22B	differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and	■	■	■	Students can present research questions to their peers on the discussion board as well as set up a research plan through this forum.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
22C	critique the research process at each step to implement changes as the need occurs and is identified.	■	■	■	Students can write their research projects in stages and reflect on each stage as they complete them, assessing what needs to be adjusted, modified, etc.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
23	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
23A	provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
23B	uses a variety of formats and rhetorical strategies to argue for the thesis;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
23C	develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	■	■	■		With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
23D	uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials; and	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations. Students can write their research projects in stages and reflect on each stage as they complete them, assessing what needs to be adjusted, modified, etc.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
23E	is of sufficient length and complexity to address the topic.	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
26	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	■	■		Students can engage in discussion with the discussion board about various issues and projects for which they might work collaboratively.	With PeerMark students can work in teams to discuss various issues and work collaboratively with one another.	
English IV							
Reading							
2	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about theme and genre and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about theme and genre. They can verify that the students use evidence from the text appropriately.
2A	compare and contrast works of literature that express a universal theme;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about theme and genre and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about theme and genre. They can verify that the students use evidence from the text appropriately.
2B	compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about theme and genre and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about theme and genre. They can verify that the students use evidence from the text appropriately.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
2C	relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about theme and genre and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about theme and genre. They can verify that the students use evidence from the text appropriately.
3	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of poetry. They can provide feedback on their analyses of poetic language and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about the structure and elements of poetry. They can assess their analyses of poetic language and verify that the students use evidence from the text appropriately.
4	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and dramatic elements. They can provide feedback on their explanations and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about dramatic elements. They can assess their explanations and verify that the students use evidence from the text appropriately.
5	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
5A	analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
5B	analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
5C	compare and contrast the effects of different forms of narration across various genres of fiction; and	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
5D	demonstrate familiarity with works of fiction by British authors from each major literary period.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about the structure and elements of fiction. They can provide feedback on their analyses of fiction and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions on the elements of fiction. They can assess their analyses of fiction and verify that they use evidence from the text appropriately.
6	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about nonfiction texts. They can provide feedback on their analyses of nonfictional elements and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about nonfiction texts. They can provide feedback on their analyses of nonfictional elements and verify that the students use evidence from the text appropriately.
7	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about an author's use of imagery and sarcasm. They can verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about an author's use of imagery and sarcasm. They can verify the students use evidence from the text appropriately.
8	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about an author's purpose. They can provide feedback on whether the student accurately identified the controlling idea and supporting elements and verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about an author's purpose. They can provide feedback on whether the student accurately identified the controlling idea and supporting elements and verify that the students use evidence from the text appropriately.
9	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about expository texts. They can verify that summaries are not too close to the original text and represents the main ideas of the text.	Instructors can provide feedback through GradeMark on students' reading skills, specifically their inferences and conclusions about expository texts. They can assess that the summaries are not too close to the original text and whether it represents the main ideas of the text.
9A	summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can verify that summaries are not too close to the original text and represents the main ideas of the text.	Instructors can provide feedback through GradeMark on the students' summaries and whether they are too close to the original text and represents the main ideas of the text.
9B	explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review whether their peers have successfully differentiated between opinions that are substantiated and unsubstantiated.	Instructors can provide feedback through GradeMark on whether their peers have successfully differentiated between opinions that are substantiated and unsubstantiated.
9C	make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review whether they have successfully identified the organizational pattern of the text.	Instructors can provide feedback through GradeMark on whether they have successfully identified the organizational pattern of the text.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
9D	synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review whether their peers have synthesized material from several texts. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on whether the students have successfully synthesized material from several texts. They can verify that the students use evidence from the text appropriately.
10	Reading/Comprehension of Informational Text/Persuasive Text: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students' inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
10A	evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students' inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
10B	draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students' inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
11	Reading/Comprehension of Informational Text/Procedural Texts: Students understand how to glean and use information in procedural texts and documents. Students are expected to:	■	■	■		With PeerMark students can review one another's analyses of procedural text for accuracy.	Instructors can provide feedback through GradeMark on the students' analyses of procedural text for accuracy.
11A	draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; and	■	■	■		With PeerMark students can review one another's analyses of procedural text for accuracy.	Instructors can provide feedback through GradeMark on the students' analyses of procedural text for accuracy.
11B	evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.	■	■	■		With PeerMark students can review one another's analyses of procedural text for accuracy.	Instructors can provide feedback through GradeMark on the students' analyses of procedural text for accuracy.
12	Reading/Media Literacy: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	■	■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
12A	evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	■	■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
12B	evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	■	■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
12C	evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and	■	■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
12D	evaluate changes in formality and tone across various media for different audiences and purposes.	■	■	■		With PeerMark students can review one another's comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.	Instructors can provide feedback through GradeMark on the students' comprehension skills and analytical skills to compare and contrast various media and how they handle specific topics.
Writing							
13	Writing/Writing Process: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
13A	plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
13B	structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
13C	revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
13D	edit drafts for grammar, mechanics, and spelling; and	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, edits, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
13E	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
14	Writing/Literary Texts: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	■	■	■	Students can present their ideas to their peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
14A	write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone.	■	■	■	Students can present their ideas to their peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
14B	write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	■	■	■	Students can present their ideas to their peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
14C	write a script with an explicit or implicit theme, using a variety of literary techniques.	■	■	■	Students can present their ideas to their peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
15	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
15A	write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (v) relevant and substantial evidence and well-chosen details; (vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and (vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it.	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
15B	write procedural and work-related documents (e.g., resumés, proposals, college applications, operation manuals) that include: (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, images, and sound that questions that engage readers and address their potential problems and misunderstandings; (iv) accurate technical information in accessible language; and (v) appropriate organizational structures supported by facts and details (documented if appropriate).	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc.
15C	write an interpretation of an expository or a literary text that: (i) advances a clear thesis statement; (ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text; (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; (iv) identifies and analyzes ambiguities, nuances, and complexities within the text; and (v) anticipates and responds to readers' questions and contradictory information; and	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc.
15D	produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc.
16	Writing/Persuasive Texts: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
16A	a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
16B	accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
16C	an organizing structure appropriate to the purpose, audience, and context;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
16D	information on the complete range of relevant perspectives;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
16E	demonstrated consideration of the validity and reliability of all primary and secondary sources used;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
16F	language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
16G	an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
17	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	■	■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
17A	use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
17B	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).		■			With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
18	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.		■	■		With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
19	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.		■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
20	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	■	■	■	Students can present research questions to their peers on the discussion board as well as set up a research plan through this forum.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
20A	brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	■	■	■	Students can present research questions to their peers on the discussion board as well as set up a research plan through this forum.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
20B	formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
21	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc.
21A	follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
21B	systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
21C	paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
22	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	■	■	■	Students can present research questions to their peers on the discussion board as well as set up a research plan through this forum.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
22A	modify the major research question as necessary to refocus the research plan;	■	■	■	Students can present research questions to their peers on the discussion board as well as set up a research plan through this forum.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
22B	differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and	■	■	■	Students can write their research projects in stages and reflect on each stage as they complete them, assessing what needs to be adjusted, modified, etc.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
22C	critique the research process at each step to implement changes as the need occurs and is identified.	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
23	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
23A	provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	■	■	■	Students can assess audience by discussing writing topics with peers on the discussion board. Students and instructors can assess writing for originality.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
23B	uses a variety of formats and rhetorical strategies to argue for the thesis;	■	■	■		With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
23C	develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations. Students can write their research projects in stages and reflect on each stage as they complete them, assessing what needs to be adjusted, modified, etc.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
23D	uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials; and	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
23E	is of sufficient length and complexity to address the topic.				Students can engage in discussion with the discussion board about various issues and projects for which they might work collaboratively.	With PeerMark students can work in teams to discuss various issues and work collaboratively with one another.	
26	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	■	■			With PeerMark students can edit one another's writing for written conventions. They can provide feedback on major issues the students are having in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
Independent Study in English							
Writing							
1	Writing. The student uses writing as a tool for learning and research. The student is expected to:	■	■	■	OriginalityCheck ensures that the student's work is his or her own work, therefore, ensuring learning has occurred.	With PeerMark students can review one another's writing and provide feedback throughout the writing process on topics, development, revisions, editing, etc.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, editing, etc.
1A	use writing to formulate questions, refine topics, and clarify ideas;	■	■	■	Students can present research questions to their peers on the discussion board and get feedback on their topics and ideas to help them refine.	With PeerMark students can review one another's writing and provide feedback throughout the writing process on topics, development, revisions, editing, etc.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, editing, etc.
1B	use writing to organize and support what is known and what needs to be learned about a topic;	■	■	■	OriginalityCheck ensures that the student's work is his or her own work, therefore, ensuring learning has occurred.	With PeerMark students can review one another's writing and provide feedback throughout the writing process on topics, development, revisions, editing, etc.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, editing, etc.
1C	compile information from primary and secondary sources using available technology;	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's writing and provide feedback throughout the writing process on topics, development, revisions, editing, etc.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, editing, etc.
1D	use writing to discover, record, review, and learn;	■	■	■	OriginalityCheck ensures that the student's work is his or her own work, therefore, ensuring learning has occurred.	With PeerMark students can review one another's writing and provide feedback throughout the writing process on topics, development, revisions, editing, etc.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, editing, etc.
1E	organize notes from multiple sources, including primary and secondary sources, in useful and informing ways;	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's writing and provide feedback throughout the writing process on topics, development, revisions, editing, etc.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, editing, etc.
1F	link related information and ideas from a variety of sources;	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's writing and provide feedback throughout the writing process on topics, development, revisions, editing, etc.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, editing, etc.
1G	represent information in a variety of ways such as graphics, conceptual maps, and learning logs;	■	■	■	OriginalityCheck can help students and instructors verify originality in student work.	With PeerMark students can review one another's writing and provide feedback throughout the writing process on topics, development, revisions, editing, etc.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, editing, etc.
1H	compile written ideas and representations, interpret empirical data into reports, summaries, or other formats, and draw conclusions; and	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's writing and provide feedback throughout the writing process on topics, development, revisions, editing, etc.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, editing, etc.
1I	use writing as a tool such as to reflect, explore, or problem solve.	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's writing and provide feedback throughout the writing process on topics, development, revisions, editing, etc.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, editing, etc.
Reading							
2	Reading. The student inquires through reading and researching self-selected and assigned topics. The student is expected to:	■	■	■	Students can present reading and research topics to their peers on the discussion board and get feedback on their topics and ideas to help them refine.	With PeerMark students can review one another's topics and provide feedback for research.	Instructors can provide feedback through GradeMark on the students' topics and provide feedback for research.
2A	read widely to establish a specific area of interest for further study;	■			Students can present reading and research topics to their peers on the discussion board and get feedback on their topics and ideas to help them refine.		
2B	generate relevant, interesting, and researchable questions with instructor guidance and approval;	■	■	■	Students can present reading and research topics to their peers on the discussion board and get feedback on their topics and ideas to help them refine.	With PeerMark students can review one another's topics and provide feedback for research.	Instructors can provide feedback through GradeMark on the students' topics and provide feedback for research.
2C	locate appropriate print and non-print information using text and technical resources, including databases;	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's writing and provide feedback throughout the writing process on topics, development, revisions, editing, etc.	Instructors can provide feedback through GradeMark on the students' writing and provide feedback throughout the writing process on topics, development, revisions, editing, etc.
2D	use text organizers such as overviews, headings, and graphic features to locate and categorize information;		■	■		With PeerMark students can review one another's writing to provide feedback on the use of text organizers.	Instructors can provide feedback through GradeMark on the students' writing to provide feedback on the use of text organizers.
2E	organize and record new information in systematic ways such as notes, charts, and graphic organizers;		■	■		With PeerMark students can provide feedback on one another's notes, charts, and graphic organizers.	Instructors can provide feedback through GradeMark on the students' notes, charts, and graphic organizers.
2F	produce research projects and reports in various forms for audiences;	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's writing and provide feedback throughout the writing process on topics, development, revisions, editing, etc.	Instructors can provide feedback through GradeMark on the students' writing and provide feedback throughout the writing process on topics, development, revisions, editing, etc.
2G	draw relevant questions for further study from the research findings or conclusions; and	■	■	■	Students can present topics for further study to their peers on the discussion board and get feedback on their topics and ideas to help them refine.	With PeerMark students can review one another's topics and provide feedback for research.	Instructors can provide feedback through GradeMark on the students' topics and provide feedback for research.
2H	conduct a research project(s), producing an original work in print or another medium with a demonstration of advanced skill	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's writing and provide feedback throughout the writing process on topics, development, revisions, editing, etc.	Instructors can provide feedback through GradeMark on the students' writing and provide feedback throughout the writing process on topics, development, revisions, editing, etc.
3	Viewing/representing. The student produces visual representations that communicate with others. The student is expected to:		■	■		With PeerMark students can review one another's visual representations in creating media text.	Instructors can provide feedback through GradeMark on the students' visual representations in creating media text.
3A	use a range of techniques in planning and creating media text; and		■	■		With PeerMark students can review one another's visual representations in creating media text.	Instructors can provide feedback through GradeMark on the students' visual representations in creating media text.
3B	prepare and present a research project.	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's writing and provide feedback throughout the writing process on topics, development, revisions, editing, etc.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, editing, etc.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
Reading I, II, III							
6	The student formulates and supports responses to various types of texts. The student is expected to:		■	■		With PeerMark students can review one another's responses to texts.	Instructors can provide feedback through GradeMark on students' responses to text.
6A	respond aesthetically, inquisitively, critically, and actively to texts;		■	■		With PeerMark students can review one another's responses to texts.	Instructors can provide feedback through GradeMark on students' responses to text.
6B	respond to text through discussion, journal writing, performance, and visual representation; and		■	■		With PeerMark students can review one another's responses to texts.	Instructors can provide feedback through GradeMark on students' responses to text.
6C	support responses by adjusting, giving evidence, and clarifying.		■	■		With PeerMark students can review one another's responses to texts. They can verify that students provide evidence that is sufficient for their response and textual evidence is used appropriately.	Instructors can provide feedback through GradeMark on students' responses to text.
7	The student reads texts to find information on self-selected and assigned topics. The student is expected to:	■	■	■	Students can pose topics and research questions to the discussion board.	With PeerMark students can review one another's responses to texts as well as the appropriateness of their research topics.	Instructors can provide feedback through GradeMark on students' responses to text as well as the appropriateness of their research topics.
7A	generate relevant, interesting, and researchable questions;	■	■	■	Students can pose topics and research questions to the discussion board.	With PeerMark students can review one another's responses to texts as well as the appropriateness of their research topics.	Instructors can provide feedback through GradeMark on students' responses to text as well as the appropriateness of their research topics.
7E	communicate information gained from reading; and	■	■	■	Students can pose topics and research questions to the discussion board.	With PeerMark students can review one another's responses to texts as well as the appropriateness of their research topics.	Instructors can provide feedback through GradeMark on students' responses to text as well as the appropriateness of their research topics.
7F	use compiled information and knowledge to raise additional unanswered questions.	■	■	■	Students can pose topics and research questions to the discussion board.	With PeerMark students can review one another's responses to texts as well as the appropriateness of their research topics.	Instructors can provide feedback through GradeMark on students' responses to text as well as the appropriateness of their research topics.
8	The student reads critically to evaluate texts and the credibility of sources. The student is expected to:		■	■		With PeerMark students can review one another's responses to texts as well as their analyses of various texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
8A	analyze the characteristics of well-constructed text;		■	■		With PeerMark students can review one another's responses to texts as well as their analyses of various texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
8B	evaluate the credibility of information sources and their appropriateness for assigned and self-selected topics;		■	■		With PeerMark students can review one another's responses to texts as well as their analyses of various texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
8C	describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone;		■	■		With PeerMark students can review one another's responses to texts as well as their analyses of various texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
8D	analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;		■	■		With PeerMark students can review one another's responses to texts as well as their analyses of various texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
8E	apply modes of reasoning such as induction and deduction to think critically; and		■	■		With PeerMark students can review one another's responses to texts as well as their analyses of various texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
8F	recognize logical and illogical arguments in text.		■	■		With PeerMark students can review one another's responses to texts as well as their analyses of various texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
9	The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:		■	■		With PeerMark students can review one another's responses to texts as well as their analyses of various texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
9A	compare text events with his/her own and other readers' experiences; and		■	■		With PeerMark students can review one another's responses to texts as well as their analyses of various texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
9B	recognize and discuss literary themes and connections that cross cultures.		■	■		With PeerMark students can review one another's responses to texts as well as their analyses of various texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
Reading Application and Study Skills							
4	The student reads critically to evaluate texts and the authority of sources. The student is expected to:		■	■		With PeerMark students can review one another's evaluations and analyses of texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
4A	analyze the characteristics of clear text;		■	■		With PeerMark students can review one another's evaluations and analyses of texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
4B	evaluate the credibility of information sources and their appropriateness for various needs;		■	■		With PeerMark students can review one another's evaluations and analyses of texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
4C	describe how a writer's motivation, expertise, or stance may affect text credibility, structure, or tone;		■	■		With PeerMark students can review one another's evaluations and analyses of texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
4D	analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.		■	■		With PeerMark students can review one another's evaluations and analyses of texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
5	The student uses study strategies to learn from text. The student is expected to:		■	■		With PeerMark students can review one another's evaluations and analyses of texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
5C	summarize information from text through the use of outlines, study guides, or learning logs;	■	■	■	OriginalityCheck can help students and instructors verify that the students' summaries are cited appropriately.	With PeerMark students can review one another's evaluations and analyses of texts and verify that the students' summaries are cited appropriately.	Instructors can provide feedback through GradeMark on the students' evaluations and analyses of texts and verify that the students' summaries are cited appropriately.
5F	produce summaries of texts that include main ideas and their supporting details;	■	■	■	OriginalityCheck can help students and instructors verify that the students' summaries are cited appropriately.	With PeerMark students can review one another's evaluations and analyses of texts and verify that the students' summaries are cited appropriately.	Instructors can provide feedback through GradeMark on the students' evaluations and analyses of texts and verify that the students' summaries are cited appropriately.
6	The student inquires through reading and researching self-selected and assigned topics. The student is expected to:	■	■	■	Students can pose topics and research questions to the discussion board.	With PeerMark students can review one another's responses to texts as well as the appropriateness of their research topics.	Instructors can provide feedback through GradeMark on students' responses to text as well as the appropriateness of their research topics.
6A	generate relevant, interesting, and researchable questions;	■	■	■	Students can pose topics and research questions to the discussion board.	With PeerMark students can review one another's responses to texts as well as the appropriateness of their research topics.	Instructors can provide feedback through GradeMark on students' responses to text as well as the appropriateness of their research topics.
6E	produce research projects and reports in various formats for audiences; and	■	■	■	Students can pose topics and research questions to the discussion board.	With PeerMark students can review one another's responses to texts as well as the appropriateness of their research topics.	Instructors can provide feedback through GradeMark on students' responses to text as well as the appropriateness of their research topics.
6F	draw relevant questions for further study from the research findings or conclusions.		■	■	Students can pose topics and research questions to the discussion board.	With PeerMark students can review one another's responses to texts as well as the appropriateness of their research topics.	Instructors can provide feedback through GradeMark on students' responses to text as well as the appropriateness of their research topics.
7	The student expresses and supports responses to various types of texts. The student is expected to:		■	■		With PeerMark students can review one another's responses to texts as well as their analyses of various texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
7A	respond to literary texts through various outlets such as discussions, journals, oral interpretations, or enactments;		■	■		With PeerMark students can review one another's responses to texts as well as their analyses of various texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
7B	respond to informational reading through varied and appropriate modes such as writings, performances, projects, graphic displays, and available technology;		■	■		With PeerMark students can review one another's responses to texts as well as their analyses of various texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
7C	negotiate, clarify, and defend responses in large and small discussion groups;	■	■	■	Students can participate in discussions via the course discussion board.	With PeerMark students can review one another's responses to texts as well as their analyses of various texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
7D	compare reviews of literature, film, and live performance with his/her own responses; and		■	■		With PeerMark students can review one another's responses to texts as well as their analyses of various texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
7E	evaluate his/her own responses to reading for evidence of growth in insight, clarity, and support.		■	■		With PeerMark students can review one another's responses to texts as well as their analyses of various texts.	Instructors can provide feedback through GradeMark on students' responses to text as well as their analyses of various texts.
Analysis of Visual Media							
2	The student analyzes and critiques the significance of visual representations. The student is expected to:		■	■		With PeerMark students can review one another's analyses and critiques of media.	Instructors can provide feedback through GradeMark on students' analyses and critiques of media.
2A	evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols;		■	■		With PeerMark students can review one another's analyses and critiques of media.	Instructors can provide feedback through GradeMark on students' analyses and critiques of media.
2B	compare and contrast media with other art forms;		■	■		With PeerMark students can review one another's analyses and critiques of media.	Instructors can provide feedback through GradeMark on students' analyses and critiques of media.
2C	analyze techniques used in visual media;		■	■		With PeerMark students can review one another's analyses and critiques of media.	Instructors can provide feedback through GradeMark on students' analyses and critiques of media.
2D	explore the emotional and intellectual effects of visual media on viewers; and		■	■		With PeerMark students can review one another's analyses and critiques of media.	Instructors can provide feedback through GradeMark on students' analyses and critiques of media.
2E	recognize how visual and sound techniques convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music.		■	■		With PeerMark students can review one another's analyses and critiques of media.	Instructors can provide feedback through GradeMark on students' analyses and critiques of media.
3	The student produces visual representations that communicate with others. The student is expected to:		■	■		With PeerMark students can review one another's visual representations of information.	Instructors can provide feedback through GradeMark on students' visual representations of information.
3B	use a range of techniques to plan and create a media text and reflect critically on the work produced;		■	■		With PeerMark students can review one another's visual representations of information.	Instructors can provide feedback through GradeMark on students' visual representations of information.
3C	study the relationship between subject matter and choice of media for presenting that subject; and		■	■		With PeerMark students can review one another's visual representations of information.	Instructors can provide feedback through GradeMark on students' visual representations of information.
3D	create, present, test, analyze response, and revise a project using such data-gathering techniques as questionnaires, group discussions, and feedback forms.		■	■	Students can participate in discussions via the course discussion board.	With PeerMark students can review one another's visual representations of information.	Instructors can provide feedback through GradeMark on students' visual representations of information.
Media Literacy-Speech							
1	History. The student traces the history and evolution of media used for mass communication. The student is expected to:		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
1A	trace the history and development of each mass medium;		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
1B	examine the development of the technologies that influence each medium; and		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
1C	analyze the historical contributions made by various media personnel.		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
2	Functions. The student recognizes the functions of mass media. The student is expected to:		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
2A	analyze the roles of media as sources of information, entertainment, persuasion, and education; and		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
2B	analyze strategies used by media to inform, persuade, entertain, and educate.		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
3	Regulations. The student identifies and analyzes regulations that govern media. The student is expected to:		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
3A	identify the appropriate government agencies that regulate media; and		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
3B	analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
4	Influences. The student analyzes the influence of media. The student is expected to:		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
4A	analyze the influence of viewing and listening habits on individuals;		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
4B	analyze the influence of media on consumers;		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
4C	analyze the influence of media in shaping various governmental, social, and cultural norms; and		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
4D	analyze the influence of media on the democratic processes.		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
5	Production. The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
5A	analyze the contributions and responsibilities of various media personnel;		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
5B	analyze techniques for producing media messages for specific purposes and effects;		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
5C	develop skills for organizing, writing and designing media messages for specific purposes and effects;		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
5D	develop technical and communication skills needed by various media personnel;		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
5E	plan, organize, produce, and present media messages; and		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
5F	evaluate media messages and products.		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
6	Evaluation. The student evaluates mass media. The student is expected to:		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
6A	analyze and evaluate standards for "quality programming";		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
6B	determine the contributions of media on the democratic process;		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
6D	analyze and propose possible ways to improve mass media; and		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
6E	formulate guidelines for using media effectively to achieve governmental, societal, and cultural goals.		■	■		With PeerMark students can review one another's writing and research in tracing the history of media in mass communication as well as their production of media messages.	Instructors can provide feedback through GradeMark on student writing and research in tracing the history of media in mass communication as well as their production of media messages.
Literary Genres							
2	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:		■	■		With PeerMark students can review one another's analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.
2A	compare and contrast varying aspects of texts such as themes, conflicts, and allusions;		■	■		With PeerMark students can review one another's analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.
2B	propose and provide examples of themes that cross texts;		■	■		With PeerMark students can review one another's analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.
2C	connect literature to historical context, current events, and his/her own experiences;		■	■		With PeerMark students can review one another's analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.
2D	analyze relevance of setting and time frame to texts' meaning;		■	■		With PeerMark students can review one another's analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.
2E	identify basic conflicts;		■	■		With PeerMark students can review one another's analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.
2F	describe the development of plot and how conflicts are addressed and resolved;		■	■		With PeerMark students can review one another's analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.
2G	analyze characters' traits, motivations, changes, and stereotypical features;		■	■		With PeerMark students can review one another's analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.
2H	describe how irony, tone, mood, style, and sound of language contribute to the effect of the text;		■	■		With PeerMark students can review one another's analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.
2I	determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric;		■	■		With PeerMark students can review one another's analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.
2J	identify and analyze text structures;		■	■		With PeerMark students can review one another's analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.
2K	recognize archetypes, motifs, and symbols across texts, including heroes and beneficence of nature such as Dawn;		■	■		With PeerMark students can review one another's analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.
2L	analyze distinctive features of text genre such as biography, historical fiction, short story, dramatic literature, or poetry;		■	■		With PeerMark students can review one another's analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.
2M	identify how authors create suspense; and		■	■		With PeerMark students can review one another's analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
2N	tell how points of view affect tone, characterization, and credibility.		■	■		With PeerMark students can review one another's analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' analyses of fictional and poetic elements and verify that they use evidence from the text appropriately.
3	The student reads critically to evaluate texts and the authority of sources. The student is expected to:		■	■		With PeerMark students can review how students have evaluated texts and sources.	Instructors can provide feedback through GradeMark on how students have evaluated texts and sources.
3A	analyze the characteristics of well-constructed texts;		■	■		With PeerMark students can review how students have evaluated texts and sources.	Instructors can provide feedback through GradeMark on how students have evaluated texts and sources.
3B	describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone; and		■	■		With PeerMark students can review how students have evaluated texts and sources.	Instructors can provide feedback through GradeMark on how students have evaluated texts and sources.
3C	analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.		■	■		With PeerMark students can review how students have evaluated texts and sources.	Instructors can provide feedback through GradeMark on how students have evaluated texts and sources.
4	The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:		■	■		With PeerMark students can review one another's comparisons of culture.	Instructors can provide feedback through GradeMark on how students have drawn comparisons of culture.
4A	compare text events with his/her own and other readers' experiences;		■	■		With PeerMark students can review one another's comparisons of culture.	Instructors can provide feedback through GradeMark on how students have drawn comparisons of culture.
4B	recognize distinctive and shared characteristics of cultures through wide reading; and		■	■		With PeerMark students can review one another's comparisons of culture.	Instructors can provide feedback through GradeMark on how students have drawn comparisons of culture.
4C	recognize and discuss themes and connections that cross cultures.		■	■		With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
5	The student uses writing as a tool for learning and research. The student is expected to:		■	■		With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
5A	use writing to discover, record, review, and learn; and		■	■		With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
5B	link related information and ideas from a variety of sources.		■	■		With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
6	The student communicates with writers inside and outside the classroom, including those representing different cultures. The student is expected to:	■	■	■	Students can connect and communicate with writers inside and outside the classroom via the class discussion board.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
6A	examine strategies that writers in different fields use to compose; and		■	■		With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
6B	recognize how writers represent and reveal their cultures and traditions in texts.		■	■		With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
Creative and Imaginative Writing							
1	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
1A	write expressive, informative, and persuasive literary texts effectively;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
1B	demonstrate the distinguishing characteristics of various written forms such as essays, short stories, poetry, and drama in his/her own writing;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
1C	elaborate by using concrete images, figurative language, sensory observation, dialogue, and other rhetorical devices to enhance meaning;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
1D	employ various points of view to communicate effectively;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
1E	choose topics and forms to develop fluency and voice;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
1F	use word choice, sentence structure, and repetition to create tone; and	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
1G	organize ideas in writing to ensure coherence, logical progression, and support for ideas.	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
2	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
2A	select and apply prewriting strategies to generate ideas, develop voice, and plan;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
2B	develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
2C	use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
2D	use effective sequence and transitions to achieve coherence and meaning;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
2E	revise drafts by rethinking content, organization, and style to better accomplish the task;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
2F	frequently refines selected pieces to publish for general and specific audiences;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
2G	proofread and edit as appropriate for the conventions of standard written English using resources as needed;	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
2H	use available technology for aspects of creating, revising, editing, and publishing texts; and	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
2I	write both independently and/or collaboratively.	■	■	■	Students can plan their essays with classmates on the discussion board and write multiple drafts of their assignments as they compose to ensure that students' writing is a process. Students and instructors can assess writing for originality.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
3	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:	■	■	■		With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
3A	produce legible written work, including handwritten, word processed, and typed documents;	■	■	■		With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
3B	use correct capitalization and punctuation;	■	■	■		With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
3C	spell with accuracy in the final draft; and	■	■	■		With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
3D	demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.	■	■	■		With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
4	The student evaluates his/her own writing and the writings of others. The student is expected to:	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
4A	analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language;	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
4B	apply criteria generated by self and others to evaluate writing; and	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
4C	accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer.	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.	With PeerMark students can review one another's writing throughout the process. They can provide feedback on topics, development, revisions, etc. They also provide audience feedback on the writing.
Research and Technical Writing							
1	The student writes for a variety of purposes and audiences. The student is expected to:	■	■	■	OriginalityCheck can help students and instructors verify that the students use support from the text with proper summary, paraphrase, and/or quote and the textual support is cited appropriately.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
4	The student applies the conventions of usage and mechanics of written English. The student is expected to:	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
4A	produce legible written work, including handwritten, word processed, and typed documents;	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
4B	use correct capitalization and punctuation;	■	■	■		With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
4C	use correct spelling in the final draft;	■	■	■		With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
4D	demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts;	■	■	■		With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
4E	use appropriate technical vocabulary; and	■	■	■		With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
4F	consistently use a manual or form such as Modern Language Association (MLA), American Psychological Association (APE), and The Chicago Manual of Style (CMS).	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
5	The student evaluates his/her own writing and the writing of others. The student is expected to:	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
5A	analyze and discuss published pieces as writing models;	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
5B	apply criteria to evaluate writing; and	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
5C	accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer.	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's inferences and conclusions about persuasive texts. They can provide feedback on their analyses of the argument and verify the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on the students inferences and conclusion about persuasive texts. They can assess their analyses of the argument and verify the students use evidence from the text appropriately.
Practical Writing Skills							
2	The student relies increasingly on the conventions and mechanics of written English to communicate clearly. The student is expected to:	■	■	■		With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
2A	produce legible written work, including handwritten, word processed, and typed documents;	■	■	■		With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
2B	employ written conventions appropriately such as capitalizing and punctuating for various forms such as business letters and résumés; and	■	■	■		With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
2C	use correct spelling for final products.	■	■	■		With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
3	The student appropriately applies the rules of usage and grammar to communicate clearly and effectively. The student is expected to:	■	■	■		With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
3A	produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms;	■	■	■		With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
3B	use varied sentence structures to express meanings and achieve desired effect; and	■	■	■		With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
3C	use appropriate vocabulary.		■	■		With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
4	The student selects and uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
4A	select and apply prewriting strategies to generate ideas, develop voice, and plan;	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
4B	develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting;	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
4C	use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose;	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
4D	use effective sequence and transitions to achieve coherence and meaning;	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
4E	revise drafts by rethinking content, organization, and style to better accomplish the task;	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
4F	edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft;	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
4G	use resources such as texts and other people as needed for editing;	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
4H	proofread writing; and	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
4I	use available technology for creating, revising, editing, and publishing texts.	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
5	The student evaluates his/her own writing and the writing of others. The student is expected to:	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
5A	evaluate how well his/her own writing achieves its purposes;	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted and discuss their work on the class discussion board.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
5B	analyze and discuss published pieces as writing models;	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted and discuss their work on the class discussion board.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
5C	apply criteria generated by self and others to evaluate writing; and	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
5D	accumulate and review his/her own written work to determine its strengths and weaknesses and to set goals as a writer.	■	■	■	Students can write multiple drafts of their written assignments and write reflections for any work submitted.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
Humanities							

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
2	The student expresses and supports responses to various types of texts and compositions. The student is expected to:		■	■		With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
2A	respond to aesthetic elements in texts and other art forms through various outlets such as discussions, journals, oral interpretations, and enactments;		■	■		With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
2B	use elements of text and other art forms to defend his/her own responses and interpretations;		■	■		With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
2C	compare reviews of literature, film performance, and other art forms with his/her own responses;		■	■		With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
2D	evaluate his/her own responses to text and other art forms for evidence of growth; and		■	■		With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
2E	identify and analyze how various art forms are a reflection of history such as political, social, and philosophical movements.		■	■		With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
3	The student uses writing as a tool for learning and research. The student is expected to:		■			With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
3A	show an in-depth understanding of creative achievements in literature and the arts through writing;		■	■		With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
3B	describe how personal creativity is expressed within the requirements of an art form;		■	■		With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
3C	describe the relationship between form and expression; and		■	■		With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
3D	analyze art forms.		■	■		With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
4	The student speaks clearly and effectively to audiences for a variety of purposes. The student is expected to:	■	■	■	Students can discuss various art and art forms via the class discussion board.	With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
4A	participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as: (i) discuss how personal creativity is expressed within the requirements of an art form; (ii) discuss conditions that encourage creativity; (iii) discuss the relationship between form and expression; and (iv) discuss the major historical and cultural movements as reflected in various art forms; and analyze art forms orally such as: (i) discuss structural elements common to literature and the other fine arts; (ii) discuss literary responses to political, social, and philosophical movements; (iii) discuss elements of literary creativity; (iv) discuss criteria for evaluating literary works and other art forms; and (v) evaluate (orally) literary works and other art forms.	■	■	■	Students can discuss various art and art forms via the class discussion board.	With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
4B		■	■	■		With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
5	The student understands and interprets visual representations. The student is expected to:		■	■		With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
5A	describe how personal creativity is expressed within the requirements of an art form and through the elements of artistic design;		■	■		With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
6	The student analyzes and critiques the significance of visual representations. The student is expected to:		■	■		With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
6A	recognize and evaluate how literature and various other art forms convey messages; and		■	■		With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.
6B	examine the impact of literature and various other art forms.		■	■		With PeerMark students can review one another's responses to various texts and compositions and provide feedback to one another. They can verify that the students use evidence from the text appropriately.	Instructors can provide feedback through GradeMark on students' responses to various texts and compositions. They can verify that the students use evidence from the text appropriately.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
Speech Communication							
4	Speech preparation. The student uses appropriate processes and skills for preparing speeches. The student is expected to:	■	■	■		With PeerMark students can provide feedback on one another's outlines, notes, and scripts for speeches and make suggestions for improvement.	Instructors can provide feedback through GradeMark on students' notes, and scripts for speeches and make suggestions for improvement.
4G	organize and develop outlines to reflect logical speech form;	■	■	■		With PeerMark students can provide feedback on one another's outlines, notes, and scripts for speeches and make suggestions for improvement.	Instructors can provide feedback through GradeMark on students' notes, and scripts for speeches and make suggestions for improvement.
4H	use appropriate logical, ethical, and emotional proofs to support and clarify points;	■	■	■		With PeerMark students can provide feedback on one another's outlines, notes, and scripts for speeches and make suggestions for improvement.	Instructors can provide feedback through GradeMark on students' notes, and scripts for speeches and make suggestions for improvement.
4L	write manuscripts for speeches to enhance oral style and facilitate memory; and	■	■	■		With PeerMark students can provide feedback on one another's outlines, notes, and scripts for speeches and make suggestions for improvement.	Instructors can provide feedback through GradeMark on students' notes, and scripts for speeches and make suggestions for improvement.
Public Speaking I, II, III							
4	Organization. The student organizes speeches. The student is expected to:	■	■	■		With PeerMark students can provide feedback on one another's outlines, notes, and scripts for speeches and make suggestions for improvement.	Instructors can provide feedback through GradeMark on students' notes, and scripts for speeches and make suggestions for improvement.
4D	prepare outlines reflecting logical organization; and	■	■	■		With PeerMark students can provide feedback on one another's outlines, notes, and scripts for speeches and make suggestions for improvement.	Instructors can provide feedback through GradeMark on students' notes, and scripts for speeches and make suggestions for improvement.
4E	analyze and evaluate the organization of oral or written speech models.	■	■	■		With PeerMark students can provide feedback on one another's outlines, notes, and scripts for speeches and make suggestions for improvement.	Instructors can provide feedback through GradeMark on students' notes, and scripts for speeches and make suggestions for improvement.
5	Proofs. The student uses valid proofs and appeals in speeches. The student is expected to:	■	■	■		With PeerMark students can provide feedback on one another's outlines, notes, and scripts for speeches and make suggestions for improvement.	Instructors can provide feedback through GradeMark on students' notes, and scripts for speeches and make suggestions for improvement.
5A	analyze the implications of the audience occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches;	■	■	■		With PeerMark students can provide feedback on one another's outlines, notes, and scripts for speeches and make suggestions for improvement.	Instructors can provide feedback through GradeMark on students' notes, and scripts for speeches and make suggestions for improvement.
5B	choose logical proofs that meet standard tests of evidence;	■	■	■		With PeerMark students can provide feedback on one another's outlines, notes, and scripts for speeches and make suggestions for improvement.	Instructors can provide feedback through GradeMark on students' notes, and scripts for speeches and make suggestions for improvement.
5C	use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches;	■	■	■		With PeerMark students can provide feedback on one another's outlines, notes, and scripts for speeches and make suggestions for improvement.	Instructors can provide feedback through GradeMark on students' notes, and scripts for speeches and make suggestions for improvement.
5D	choose proofs and appeals that enhance a specific topic, purpose, and tone;	■	■	■		With PeerMark students can provide feedback on one another's outlines, notes, and scripts for speeches and make suggestions for improvement.	Instructors can provide feedback through GradeMark on students' notes, and scripts for speeches and make suggestions for improvement.
5E	choose and develop appropriate devices for introductions and conclusions;	■	■	■		With PeerMark students can provide feedback on one another's outlines, notes, and scripts for speeches and make suggestions for improvement.	Instructors can provide feedback through GradeMark on students' notes, and scripts for speeches and make suggestions for improvement.
5G	analyze and evaluate the proofs and appeals used in oral or written speech models.	■	■	■		With PeerMark students can provide feedback on one another's outlines, notes, and scripts for speeches and make suggestions for improvement.	Instructors can provide feedback through GradeMark on students' notes, and scripts for speeches and make suggestions for improvement.
6	Style. The student develops skills in using oral language in public speeches. The student is expected to:	■	■	■		With PeerMark students can provide feedback on one another's outlines, notes, and scripts for speeches and make suggestions for improvement.	Instructors can provide feedback through GradeMark on students' notes, and scripts for speeches and make suggestions for improvement.
6B	write manuscripts to facilitate language choices and enhance oral style;	■	■	■		With PeerMark students can provide feedback on one another's outlines, notes, and scripts for speeches and make suggestions for improvement.	Instructors can provide feedback through GradeMark on students' notes, and scripts for speeches and make suggestions for improvement.
6F	evaluate a speaker's style in oral or written speech models.	■	■	■		With PeerMark students can provide feedback on one another's outlines, notes, and scripts for speeches and make suggestions for improvement.	Instructors can provide feedback through GradeMark on students' notes, and scripts for speeches and make suggestions for improvement.
Communication Application							
4	Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	■	■	■	OriginalityCheck can help students and instructors verify originality in student work, even scripts and notes for presentations.	With PeerMark students can provide feedback on one another's scripts and notes for presentations.	Instructors can provide feedback through GradeMark on students' scripts and notes for presentations.
4F	prepare scripts or notes for presentations;	■	■	■	OriginalityCheck can help students and instructors verify originality in student work, even scripts and notes for presentations.	With PeerMark students can provide feedback on one another's scripts and notes for presentations.	Instructors can provide feedback through GradeMark on students' scripts and notes for presentations.
4J	prepare, organize, and participate in an informative or persuasive group discussion for an audience;	■	■	■	Students can participate in discussions via the course discussion board.	With PeerMark students can provide feedback and points for discussion.	
Debate I, II, III							
1	Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to:		■	■		With PeerMark students can review one another's writing and research in tracing the history of debate.	Instructors can provide feedback through GradeMark on the students' writing and research in tracing the history of debate.
1A	identify the historical and contemporary use of debate in social, political, and religious arenas;		■	■		With PeerMark students can review one another's writing and research in tracing the history of debate.	Instructors can provide feedback through GradeMark on the students' writing and research in tracing the history of debate.
1B	examine the role of the forensic progression of discussion, persuasion, and debate in dealing with controversial issues; and		■	■		With PeerMark students can review one another's writing and research in tracing the history of debate.	Instructors can provide feedback through GradeMark on the students' writing and research in tracing the history of debate.
1C	recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints.		■	■		With PeerMark students can review one another's writing and research in tracing the history of debate.	Instructors can provide feedback through GradeMark on the students' writing and research in tracing the history of debate.
2	Analysis of issues. The student analyzes controversial issues. The student is expected to:		■	■		With PeerMark students can review one another's analyses of issues and provide suggestions for improvement.	Instructors can provide feedback through GradeMark on the students' analyses of issues and provide suggestions for improvement.
2A	use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy;		■	■		With PeerMark students can review one another's analyses of issues and provide suggestions for improvement.	Instructors can provide feedback through GradeMark on the students' analyses of issues and provide suggestions for improvement.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
2B	accurately phrase and define debatable propositions;		■	■		With PeerMark students can review one another's analyses of issues and provide suggestions for improvement.	Instructors can provide feedback through GradeMark on the students' analyses of issues and provide suggestions for improvement.
2C	analyze and evaluate propositions and related issues presented in academic and public settings; and		■	■		With PeerMark students can review one another's analyses of issues and provide suggestions for improvement.	Instructors can provide feedback through GradeMark on the students' analyses of issues and provide suggestions for improvement.
2D	recognize, analyze, and use various debate formats to support propositions.		■	■		With PeerMark students can review one another's analyses of issues and provide suggestions for improvement.	Instructors can provide feedback through GradeMark on the students' analyses of issues and provide suggestions for improvement.
3	Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to:		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
3A	explain the concept of a value as it applies to a debate;		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
3B	analyze the role of value assumptions in formulating and evaluating argument;		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
3C	analyze the works of classical and contemporary philosophers;		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
3D	apply various standards for evaluating propositions of value;		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
3E	apply value assumptions and/or classical and contemporary philosophies appropriately in formulating arguments;		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
3F	develop and use valid approaches to construct affirmative and negative cases;		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
3G	use valid proofs appropriately to support claims in propositions of value;		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
3H	construct briefs for value propositions; and		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
3I	apply voting criteria to value propositions.		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
4	Propositions of policy. The student develops and demonstrates skills for debating propositions of policy. The student is expected to:		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
4A	evaluate implications of stock issues in affirmative and negative case construction and refutation;		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
4B	use and evaluate a variety of valid affirmative and negative strategies to construct affirmative and negative cases;		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
4C	construct debate briefs for policy propositions; and		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
4D	analyze and adapt approaches to accommodate a variety of judging paradigms.		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
5	Logic. The student applies critical thinking, logic, and reasoning in debate. The student is expected to:		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
5A	analyze and create arguments using various forms of logic such as inductive and deductive reasoning, syllogisms, traditional models of logic, and cause-effect;		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
5B	identify fallacies in reasoning and apply standards of validity and relevancy in analyzing and constructing argument; and		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
5C	analyze the role of value assumptions in personal, social, and political conflicts.		■	■		With PeerMark students can review one another's propositions of value and policy and provide suggestions for improvement.	Instructors can provide feedback on students' propositions of value and policy and provide suggestions for improvement.
6	Proof. The student utilizes research and proof in debate. The student is expected to:		■	■		With PeerMark students can evaluate one another's use of proof and support from sources. Students can provide feedback on various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
6A	locate and use a variety of reliable technological and print sources;	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can evaluate one another's use of proof and support from sources. Students can provide feedback on various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
6B	identify and apply standard tests of evidence for choosing appropriate logical proofs;		■	■		With PeerMark students can evaluate one another's use of proof and support from sources. Students can provide feedback on various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
6C	demonstrate skill in recording and organizing information; and		■	■		With PeerMark students can evaluate one another's use of proof and support from sources. Students can provide feedback on various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
6D	observe ethical guidelines for debate research and use of evidence.		■	■		With PeerMark students can evaluate one another's use of proof and support from sources. Students can provide feedback on various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
7	Case construction. The student identifies and applies the basic concepts of debate case construction. The student is expected to:		■	■		With PeerMark students can evaluate one another's use of proof and support from sources. Students can provide feedback on various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.

**Turnitin® Correlation
to Texas High School
English Language Arts
Grades 9-12**

Grade-level Standard	Standard Description	Originality Check	PeerMark	GradeMark	OriginalityCheck	PeerMark	GradeMark
7A	Identify the roles and responsibilities of the affirmative and negative positions;		■	■		With PeerMark students can evaluate one another's use of proof and support from sources. Students can provide feedback on various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
7B	explain and apply the distinctive approaches to prima facie case construction; and		■	■		With PeerMark students can evaluate one another's use of proof and support from sources. Students can provide feedback on various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
7C	use a variety of approaches to construct logical affirmative and negative cases.		■	■		With PeerMark students can evaluate one another's use of proof and support from sources. Students can provide feedback on various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc. They can also verify that students use outside sources appropriately in their writing.
Journalism							
2	The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
2A	locate information sources such as persons, databases, reports, and past interviews; gathers background information; and researches to prepare for an interview or investigate a topic;	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
2B	plan and write relevant questions for an interview or in-depth research;	■	■	■	Students can present research question and plan to their peers on the discussion board and get feedback on their topics and ideas to help them refine.	With PeerMark students can review one another's research plan. They can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
2C	evaluate and confirm the validity of background information from a variety of sources such as other qualified persons, books, and reports;	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
2D	incorporate direct and indirect quotes and other research to write in copy;	■	■	■	OriginalityCheck can help students and instructors verify that as students integrate research they borrow from outside sources appropriately and with citations.	With PeerMark students can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
2E	revise and edit copy using appropriate copyreading and proofreading symbols;	■	■	■	Students can edit and revise their work draft to draft.	With PeerMark students can practice revising and editing copy with copyreading and proofreading symbols.	Instructors can provide feedback through GradeMark and model how students can revise an edit using copyreading and proofreading symbols.
2F	use different forms of journalistic writing such as reviews, ad copy, columns, news, features, and editorials to inform, entertain, and/or persuade;		■	■	OriginalityCheck can help students and instructors verify that the student's work is original work.	With PeerMark students can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
2G	demonstrate an understanding of the elements of news through writing;		■	■	OriginalityCheck can help students and instructors verify that the student's work is original work.	With PeerMark students can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
2L	demonstrate an understanding of the function of headlines through the writing of headlines; and	■	■	■	OriginalityCheck can help students and instructors verify that the student's work is original work.	With PeerMark students can provide feedback on the writing at various stages of the research and writing process. They can also verify that students use outside sources appropriately in their writing.	Instructors can provide feedback through GradeMark on the students' writing throughout the process. They can provide feedback on topics, development, revisions, etc.
2M	rewrite copy.	■	■	■	Students can edit and revise their work draft to draft.	With PeerMark students can help provide feedback on how students can rewrite copy.	Instructors can provide feedback through GradeMark on how students can rewrite copy.