

# Language Usage DesCartes: Range of Writing

## Skills: Use the Writing Process

<b>Students:</b>	<b>DesCartes Skills:</b> (Highlight the skills related to your chosen standard/concept)		<b>RIT 201-210:</b>
	<b>RIT Above 230:</b>		<ul style="list-style-type: none"> <li>• Orders the steps of the writing process</li> <li>• Defines proofreading</li> <li>• Describes editing process</li> <li>• Describes the process of brainstorming</li> <li>• Recognizes that the writing process begins with the step of brainstorming</li> <li>• Describes the process of brainstorming</li> <li>• Brainstorms and evaluates topics described by a given set of supporting details</li> </ul>
	<b>RIT 221-230:</b>		<ul style="list-style-type: none"> <li>• Evaluates which graphic organizer would be most useful for a given writing task</li> <li>• Uses note taking as a prewriting strategy</li> <li>• Identifies the main topic in an outline</li> <li>• Interprets outlines</li> <li>• Understands that the process of revision includes revising for audience understanding</li> <li>• Revises by adding detail</li> <li>• Revises and combines sentences using gerund phrases (terms not used; e.g., Jon is a soccer player. Sue is a soccer player. Jon plays for Lincoln High School. Sue plays for Jefferson High School. Jon and Sue are soccer players, Jon playing for Lincoln High School and Sue for Jefferson High School.)</li> </ul>
	<b>RIT 211-220:</b>		<ul style="list-style-type: none"> <li>• Revises and combines sentences by changing point of view from first person to third person (terms not used; e.g., We heard the jazz musician. He was playing music. The musician was playing music.)</li> <li>• Revises and combines sentences using an appositive phrase (terms not used; e.g., Juan enjoys art classes. He takes classes in pottery and watercolor. He takes the classes at Porter Community College. Juan, who enjoys art classes, takes pottery and watercolor classes at Porter Community College.)</li> <li>• Recognizes complete sentences</li> <li>• Identifies run-on sentences (term not used) while editing work</li> <li>• Uses editing symbols (caret)</li> </ul>
			<b>RIT 191-200:</b>
			<ul style="list-style-type: none"> <li>• Recognizes that the writing process begins with the step of brainstorming</li> <li>• Brainstorms supporting details for a given topic</li> <li>• Brainstorms and evaluates topics described by a given set of supporting details</li> <li>• Uses webs as a prewriting strategy</li> <li>• Records key thoughts as a prewriting strategy</li> <li>• Uses note taking as a prewriting strategy</li> <li>• Identifies the main topic for an outline</li> <li>• Interprets outlines</li> <li>• Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience</li> <li>• Identifies writing sample that is most appropriate for a given purpose</li> <li>• Identifies which sentence is appropriate for a given purpose</li> <li>• Uses appropriate word choice relative to purpose</li> </ul>

# Language Usage DesCartes: Range of Writing

Skills: Use the Writing Process

	<ul style="list-style-type: none"> <li>• Revises by adding detail</li> <li>• Revises by deleting information that does not relate to topic</li> <li>• Evaluates writing samples for clarity and completeness of information</li> <li>• Revises sentence for grammar</li> <li>• Recognizes complete sentences</li> <li>• Edits for complete and correct sentences</li> <li>• Edits paragraphs to show the start of new paragraphs with indentations</li> <li>• Edits for proper capitalization</li> <li>• Edits for ending punctuation (period)</li> <li>• Recognizes that a dictionary is a useful tool for the editing process</li> <li>• Identifies multiple proofreading symbols</li> </ul>
	<p><b>RIT 181-190:</b></p> <ul style="list-style-type: none"> <li>• Distinguishes between main topic and supporting details (using a set of words)</li> <li>• Brainstorms supporting details for a given topic</li> <li>• Uses webs as a prewriting strategy</li> <li>• Evaluates notes used to plan a story</li> <li>• Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience</li> <li>• Identifies which sentence is appropriate for a given purpose</li> <li>• Evaluates writing samples for clarity and completeness of information</li> <li>• Revises sentences to improve more word choice</li> <li>• Orders sentences in directions for clarity</li> <li>• Revises and combines sentences for clarity</li> <li>• Uses indentations at the beginning of paragraphs</li> <li>• Recognizes a sentence that uses plurals correctly</li> <li>• Edits for grade appropriate conventional spelling</li> <li>• Edits for proper spelling, punctuation, and sentence structure</li> </ul>
	<p><b>RIT 171-180:</b></p> <ul style="list-style-type: none"> <li>• Distinguishes between main topic and supporting details (using a set of words)</li> <li>• Brainstorms supporting details for a given topic</li> <li>• Brainstorms topics described by a given set of supporting details</li> <li>• Chooses the appropriate word choice to convey a particular mood or tone</li> <li>• Revises word order for fluency</li> <li>• Recognizes errors in punctuation</li> <li>• Edits for ending punctuation (question mark)</li> <li>• Recognizes errors in spelling, capitalization, and punctuation</li> </ul>
	<p><b>RIT Below 171:</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate adjectives to add simple details when revising and editing</li> </ul>

**Lesson Title:**

**Standard/Concept for All:**

**Introduction:** (Get Attention; Connect to Prior Knowledge)

**For Students Ready for a Challenge:**

Lesson/Activity:

Resources:

Means of Assessment:

**For Most Students:**

Lesson/Activity:

Resources:

Means of Assessment:

**For Students Needing Extra Support:**

Lesson/Activity:

Resources:

Means of Assessment:

**Closure/Summary for All:**

