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## Turnitin® Correlation to NCTE/IRA English Language Standards

The National Council of Teachers of English and the International Reading Association teamed up to develop The Standards for the English Language Arts. This chart highlights which of the NCTE/IRA standards can be taught using Turnitin. We identified certain content standards that are met as teachers implement OriginalityCheck, PeerMark, and/or GradeMark.

Standard	Standard Description	Originality Check	PeerMark	GradeMark
1	Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.		•	
3	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).	•	•	•
4	Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	•	•	•
5	Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	•	•	•
6	Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.		•	•
7	Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.	•	•	•

8	Students use a variety of technological and informational resource (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.	●	●	●
9	Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.	●		
11	Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	●	●	

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