Language Usage: Writing: Purposes; Language: Plan, Develop, Edit
Develop Writing; Revise, Edit, Convey Ideas

Students:	DesCartes Statements:

Students:	
	RIT 221-230:
	• Uses the writing process to align content with purpose
	• Recognizes transitional words and phrases
	• Uses clear transitional words and phrases in writing

Students:	
	RIT 211-220:
	• Writes an introductory paragraph to introduce the main topic
	• Revises compositions for clarity in purpose
	• Analyzes writing to revise multiple-paragraph compositions
	• Evaluates which sentence will best serve as a topic sentence for a given subject
	• Selects the best topic sentence for a given paragraph
	• Determines which details do not support the topic after determining the topic of a paragraph
	• Evaluates the best way to develop a topic with supporting details after determining the topic of the paragraph
	• Recognizes transitional words and phrases
	• Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing
	• Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose
	• Chooses the best transition word for cause/effect paragraphs

Students:	
	RIT 201-210:
	• Revises by adding detail
	• Uses multi-paragraph organization to develop ideas
	• Identifies supporting details
	• Determines which details do not support the topic after determining the topic of a paragraph
	• Determines which details will not support a given topic
	• Evaluates the best way to develop a given topic with supporting details
	• Orders sentences logically to form clear paragraphs
	• Orders sentences sequentially to form clear paragraphs
	• Identifies how to develop a paragraph with a main idea and supporting details
	• Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose

Students:	
	RIT 191-200:
	• Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience
	• Uses appropriate word choice relative to purpose
	• Revises by adding detail
	• Revises by deleting information that does not relate to topic
	• Identifies supporting details
	• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph
	• Determines which details will not support a given topic
	• Evaluates the best way to develop a given topic with supporting details
	• Orders sentences logically to form clear paragraphs
	• Orders sentences sequentially to form clear paragraphs
	• Uses strong concluding sentences
	• Recognizes examples of compare and contrast essays

Students:	
	RIT 181-190:
	• Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience
	• Revises sentences to improve more word choice
	• Recognizes that sentences in a paragraph all relate to one central idea
	• Recognizes that topic sentences often begin paragraphs
	• Determines which details do not belong in a paragraph after inferring the main idea of the paragraph
	• Determines which details will not support a given topic

- Identifies sentence order to form a paragraph
- Orders sentences sequentially to form clear paragraphs
- Uses strong concluding sentences

Students:

RIT 171-180:
- Chooses the appropriate word choice to convey a particular mood or tone
- Revises word order for fluency
- Identifies ending sentences for paragraphs appropriate to topic
- Identifies beginning sentences for paragraphs appropriate to topic
- Recognizes that topic sentences often begin paragraphs
- Determines which details do not belong in a paragraph after inferring the main idea of the paragraph

Students:

RIT Below 171:
- Selects appropriate adjectives to add simple details when revising and editing