to spark inquiry, enrich language study, build cultural awareness, and serve as models for writing. Teachers encourage students to produce texts that celebrate their knowledge, their cultural identity, and the meaning they find in their lives. (See Standard II—Fairness, Equity, and Diversity.)

Accomplished English language arts teachers understand that writing and producing can help students explore the world beyond their immediate surroundings and become members of new communities. Accomplished teachers guide students toward the production of texts that address inequity, question power structures, and strive to promote a more just world. Accomplished English language arts teachers instill in their students the desire and the ability to use communication skills to participate in the democratic process through such activities as writing editorials, commenting on blogs, and creating letters to public officials. Teachers help students identify opportunities to explore, promote, or defend the causes with which they identify.

Accomplished English language arts teachers realize that their students need an awareness of the ethics governing the use of various media. Accomplished teachers help students understand the nature of intellectual property, as well as the value of research. Teachers guide students toward the responsible use of copyrighted information, including strategies for avoiding plagiarism and instruction in conventions for quoting text and for in-text citations and lists of sources. When students produce works that use images, music, movies, or other media created by others, accomplished teachers help them understand and apply the doctrine of fair use. Accomplished teachers value students’ writing as intellectual property and impress a sense of ownership and their rights as creators in their students. When teachers use student work for their professional purposes, they honor student ownership by obtaining permission from the student.

Resources for Writing and Producing

Accomplished English language arts teachers provide models of writing for students to use in developing and reflecting on their own work. Teachers supply a range of models in terms of genres, purposes, audiences, and quality. Accomplished teachers strategically develop and select models of writing and producing in response to specific student needs and learning goals. For example, some models might provide positive exemplars whereas others might portray common challenges, such as how to craft sentences and paragraphs, select and sequence visual or digital media, and strengthen word choice or mechanics.

Accomplished English language arts teachers help students develop their own tools for writing, including composing and editing guides and scoring rubrics. Teachers understand that students need to learn how to locate and use model texts and reference materials, including print and electronic thesauruses, dictionaries, research journals, examples of literary criticism, and indices. Accomplished teachers explain how to employ resources that address issues such as word choice and the mechanics of writing. Teachers provide opportunities for working with a variety
of production tools, including digital tools when possible. Accomplished teachers consider students’ access to technology when making assignments, and they help students use resources such as school computers, computers in public libraries, and Internet-enabled mobile media devices as pathways toward digital equity. (See Standard II—Fairness, Equity, and Diversity.)

**Assessment of Writing and Producing**

Accomplished English language arts teachers align their assessments to what they teach about writing and producing. Accomplished teachers know that the primary purpose of assessment is to improve teaching and learning, so they design classroom assessments that allow each student to show what he or she knows and is able to do. The results of these assessments inform the teacher’s future instruction. Teachers are also aware of large-scale assessments their students will be encountering, and they adjust and align their curriculum and instruction to prepare their students for these assessments. When possible, accomplished teachers advocate for assessment programs that are research-based and proven effective in the development of student writers and writing programs. (See Standard XII—Advocacy.)

Accomplished English language arts teachers prepare their students for high-stakes writing tests by teaching them to produce high-quality text on demand and within a designated time frame. Accomplished teachers model prewriting strategies for quickly organizing ideas and making efficient choices of topics based on one’s knowledge base. To improve on-demand writing skills, an accomplished teacher might assign a writing assessment for which only the students’ content, organization, or style would be assessed and then provide students with targeted feedback.

Accomplished English language arts teachers know that multiple assessments are necessary for a rich portrait of students’ current capabilities. Accomplished teachers know which kind of writing or producing prompts to present to assess what students know, how students engage in writing and producing for various purposes (e.g., persuading, informing, or storytelling), and how students write or produce for both personal and public audiences. For example, a student’s response to a writing prompt might give insights into the student’s facility with the formal structures of the English language. However, the same student’s online composing might better reveal the student’s ability to translate thought into compelling text. Accomplished teachers know that students might be better at communicating through certain formats; therefore, they give students opportunities to perform in various contexts. Ideally, writing and producing skills must be assessed by more than one product and in more than one genre to gain a more complete picture of patterns in student work over time.

Accomplished English language arts teachers know that students should be evaluated by many readers and viewers, including peers, as part of a substantial and sustained process of assessment. Accomplished teachers recognize that peer involvement can be powerful at many stages of the writing process; peers can be