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Draft:Builder™ Meets Standards

Read this chart to see how Draft:Builder can help you meet state and national standards in your classroom.

Standard	How Draft:Builder addresses it
Students organize, sequence and integrate information in a high-quality first draft.	<ul style="list-style-type: none">• Students take small steps through the writing process to organize and sequence their thoughts and information.• Students change the linear outline and the graphic organizer shows changes simultaneously.• Students can use either the linear outline or mind map method (whichever they are more comfortable with) and see the direct link to the other graphic organizer.• Students focus on collecting and gathering notes related to the outline in the Notes view.• Students use the Draft view to create their first draft based on the information they have in the other views.• Students transition between the views, and their associated processes are smooth.
Students increase comprehension and deepen understanding.	<ul style="list-style-type: none">• Students pull apart text for meaning using metacognitive strategies and templates.• Students take notes to summarize and to show comprehension. Formulating notes and then retelling the information is an example of demonstrating comprehension.
Students write in different genres (e.g., narrative, persuasive, compare/contrast).	<ul style="list-style-type: none">• Templates representing narrative, persuasive, compare/contrast help to scaffold students through the different types of writing genres.• Provides beginning and advanced versions of templates.
Students write on a range of topics across the curriculum.	<ul style="list-style-type: none">• Templates help to scaffold students through different types of writing genres in content specific ways, such as science experiments and historical events.

How Draft:Builder addresses it

Standard

Students stay focused and organized through the multiple stages of a long-term writing project.

- Explicit sections make it easy to stay focused.
- Students are able to move back and forth between Notes, Draft and Outline views.
- Eliminates traditional problems such as lost note cards and scattered bibliographic information.
- Information gathered but not specifically tied to a topic can be stored in unassigned notes, keeping the information organized.
- Displaying the number of notes connected to a topic helps students see where more information is needed or where information is not important.

Students communicate their knowledge through writing in an organized and comprehensible manner.

- The Outline view provides structure for students to organize their topics and subtopics by using either graphic organizers or traditional outline.
- Students rearrange their outline as often as they wish. Draft:Builder encourages them to change the information order to make the outline more logical.

Students use technology tools to process data and report results.

- Students view the information they have gathered because the complete list of notes appears next to the draft writing area. They begin processing the information as they write.
- Speech support and a talking spellchecker mean students can hear what they have written to help process the information they have gathered.

Students use technology to locate, evaluate, and collect information from a variety of sources.

- Students acknowledge the various sources from which they have gathered information using the bibliographer.

Students practice responsible use of technology systems, information and software.

- Draft:Builder is completely keyboard accessible.
- Students transfer the draft to another application program such as Write:OutLoud® to continue the writing process.

Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity.

- Draft:Builder structures the writing process. Students have a support to use and a process to follow when creating drafts.
 - Students can begin anywhere, depending on their learning style and preference.
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