| **>> E1.5 Fiction**  Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.  **E1.2** **Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.  **E1.7 Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.  Connected Knowledge and Skills E1.12 | | | | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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|  | | | |  |  | | |
| **Tools to Know – Process** | | | | | | | | |
| Read aloud with fluency | Use context to  determine meaning | Establish purpose  for reading | Ask questions of text | | Monitor and adjust comprehension | | |
|  | | | |  |  |  |  |
| **Tools to Know – Comprehension** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.5 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.2(A) (Across Genres) analyze how the genre of texts with similar themes shapes meaning | | | |  | **Data included in**  **spiral standards** | | |
| E1.5(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.5(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils | | | |  |  |  |  |
| E1.2(B) (Across Genres) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature | | | |  | **Data included in**  **spiral standards** | | |
| E1.2(C) (Across Genres) relate the figurative language of a literary work to its historical and cultural setting | | | |  |
| E1.5(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development | | | |  |  |  |  |
| E1.5(C) analyze the way in which a work of fiction is shaped by the narrator’s point of view | | | |  |  |  |  |
| E1.7(A) (Across Genres) explain the role of irony, sarcasm, and paradox in literary works | | | |  | **Data included in**  **spiral standards** | | |

*>> TEKS clusters typically requiring additional time and focus in the curriculum*

| **>> E1.9 Expository**  Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.  **E1.8 Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.  **E1.11 Procedural Texts.** Students understand how to glean and use information in procedural texts and documents.  **Connected Knowledge and Skills E1.12** | | | | **Unit** | **CHECKPOINT** | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
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|  | | | |  |  | | |
| **Tools to Know – Process** | | | | | | | | |
| Read aloud with fluency | Use context to  determine meaning | Establish purpose  for reading | Ask questions of text | | Monitor and adjust comprehension | | |
|  | | | |  |  |  |  |
| **Tools to Know – Comprehension** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.9 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.8(A) explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose | | | |  | **Data included in**  **spiral standards** | | |
| E1.9(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion | | | |  |  |  |  |
| E1.9(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence | | | |  |  |  |  |
| E1.11(A) (Across Genres) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications) | | | |  | **Data included in**  **spiral standards** | | |
| E1.11(B) (Across Genres) analyze factual, quantitative, or technical data presented in multiple graphical sources | | | |  |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.9(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns | | | |  |  |  |  |
| E1.9(B) differentiate between opinions that are substantiated and unsubstantiated in the text | | | |  |  |  |  |

*>> TEKS clusters typically requiring additional time and focus in the curriculum*

| E1.3 Poetry  Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.  **E1.2** **Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.  **E1.7 Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.  **Connected Knowledge and Skills E1.12** | | | | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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|  | | | |  |  | | |
| **Tools to Know – Process** | | | | | | | | |
| Read aloud with fluency | Use context to  determine meaning | Establish purpose  for reading | Ask questions of text | | Monitor and adjust comprehension | | |
|  | | | |  |  |  |  |
| **Tools to Know – Comprehension** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.3 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.2(A) (Across Genres) analyze how the genre of texts with similar themes shapes meaning | | | |  | **Data included in**  **spiral standards** | | |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.2(B) (Across Genres) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature | | | |  | **Data included in**  **spiral standards** | | |
| E1.2(C) (Across Genres) relate the figurative language of a literary work to its historical and cultural setting | | | |  |
| E1.3(A) analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry | | | |  |  |  |  |
| E1.7(A) (Across Genres) explain the role of irony, sarcasm, and paradox in literary works | | | |  | **Data included in**  **spiral standards** | | |

| **E1.4 Drama**  Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.  **E1.2** **Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.  **E1.7 Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.  **Connected Knowledge and Skills E1.12** | | | | **Unit** | **CHECKPOINT** | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** |
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|  | | | |  |  | | |
| **Tools to Know – Process** | | | | | | | | |
| Read aloud with fluency | Use context to  determine meaning | Establish purpose  for reading | Ask questions of text | | Monitor and adjust comprehension | | |
|  | | | |  |  |  |  |
| **Tools to Know – Comprehension** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.4 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.2(A) (Across Genres) analyze how the genre of texts with similar themes shapes meaning | | | |  | **Data included in**  **spiral standards** | | |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.2(B) (Across Genres) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature | | | |  | **Data included in**  **spiral standards** | | |
| E1.2(C) (Across Genres) relate the figurative language of a literary work to its historical and cultural setting | | | |  |
| E1.4(A) explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text | | | |  |  |  |  |
| E1.7(A) (Across Genres) explain the role of irony, sarcasm, and paradox in literary works | | | |  | **Data included in**  **spiral standards** | | |

| **E1.6 Literary Nonfiction**  Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.  **E1.2** **Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.  **E1.7 Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.  **Connected Knowledge and Skills E1.12** | | | | **Unit** | **CHECKPOINT** | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** |
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|  | | | |  |  | | |
| **Tools to Know – Process** | | | | | | | | |
| Read aloud with fluency | Use context to  determine meaning | Establish purpose  for reading | Ask questions of text | | Monitor and adjust comprehension | | |
|  | | | |  |  |  |  |
| **Tools to Know – Comprehension** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.6 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.2(A) (Across Genres) analyze how the genre of texts with similar themes shapes meaning | | | |  | **Data included in**  **spiral standards** | | |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.2(B) (Across Genres) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature | | | |  | **Data included in**  **spiral standards** | | |
| E1.2(C) (Across Genres) relate the figurative language of a literary work to its historical and cultural setting | | | |  |
| E1.6(A) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event | | | |  |  |  |  |
| E1.7(A) (Across Genres) explain the role of irony, sarcasm, and paradox in literary works | | | |  | **Data included in**  **spiral standards** | | |

| **E1.10 Persuasive**  Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.  **E1.8 Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.  **E1.11 Procedural Texts.** Students understand how to glean and use information in procedural texts and documents.  **Connected Knowledge and Skills E1.12** | | | | **Unit** | **CHECKPOINT** | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** |
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|  | | | |  |  | | |
| **Tools to Know – Process** | | | | | | | | |
| Read aloud with fluency | Use context to  determine meaning | Establish purpose  for reading | Ask questions of text | | Monitor and adjust comprehension | | |
|  | | | |  |  |  |  |
| **Tools to Know – Comprehension** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.10 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.11(A) (Across Genres) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications) | | | |  | **Data included in  spiral standards** | | |
| E1.11(B) (Across Genres) analyze factual, quantitative, or technical data presented in multiple graphical sources | | | |  |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.10(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience | | | |  |  |  |  |
| E1.10(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors’ propositions | | | |  |  |  |  |

| **TOOLS TO KNOW – Process** | | **Unit** | | **CHECKPOINT** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | | **2** | | **3** | |
| **E1.1** **Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.  **Figure 19** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E1.1(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words | |  | |  | |  | |  | |
| Fig.19(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images) | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| **TOOLS TO KNOW – Comprehension** | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| **Figure 19** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| Fig.19(B) make complex inferences about text and use textual evidence to support understanding |  | |  | |  | |  | |

| **SPIRAL STANDARDS – Foundational Language Skills** | | **Unit** | | **CHECKPOINT** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | | **2** | | **3** | |
| **E1.1** **Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E1.1(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology | |  | |  | |  | |  | |
| E1.1(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes | |  | |  | |  | |  | |
| E1.1(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo) | |  | |  | |  | |  | |
| E1.1(C) produce analogies that describe a function of an object or its description | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| **SPIRAL STANDARDS – Embedded Media** | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| **E1.12** **Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E1.12(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts |  | |  | |  | |  | |
| E1.12(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes |  | |  | |  | |  | |
| E1.12 Fig.19(B) make complex inferences about text and use textual evidence to support understanding |  | |  | |  | |  | |
| E1.12(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music) |  | |  | |  | |  | |
| E1.12(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet) |  | |  | |  | |  | |

| **SPIRAL STANDARDS – Across Multiple Literary Genres** | | **Unit** | | **CHECKPOINT** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | | **2** | | **3** | |
| **E1.2** **Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.  **E1.7** **Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E1.2(A) analyze how the genre of texts with similar themes shapes meaning | |  | |  | |  | |  | |
| E1.2(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature | |  | |  | |  | |  | |
| E1.2(C) relate the figurative language of a literary work to its historical and cultural setting | |  | |  | |  | |  | |
| E1.7(A) explain the role of irony, sarcasm, and paradox in literary works | |  | |  | |  | |  | |
| E1.2 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | |  | |  | |  | |  | |
| E1.7 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| **SPIRAL STANDARDS – Across Multiple Informational Genres** | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| **E1.8** **Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.  **E1.11** **Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E1.8(A) explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose |  | |  | |  | |  | |
| E1.11(A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications) |  | |  | |  | |  | |
| E1.11(B) analyze factual, quantitative, or technical data presented in multiple graphical sources |  | |  | |  | |  | |
| E1.8 Fig.19(B) make complex inferences about text and use textual evidence to support understanding |  | |  | |  | |  | |
| E1.11 Fig.19(B) make complex inferences about text and use textual evidence to support understanding |  | |  | |  | |  | |

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| **Composition**  **E1.15** **Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.  **E1.13 Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.  **E1.14 Literary Texts**. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.  **E1.16 Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
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|  | | | | | | |
| **Readiness Standards – Expository Composition** | **Composition Score** | **Composition Score Description** | | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.15(A) write an [analytical] essay of sufficient length that includes:  (i) effective introductory and concluding paragraphs and a variety of sentence structures  (ii) rhetorical devices, and transitions between paragraphs  (iii) a controlling idea or thesis  (iv) an organizing structure appropriate to purpose, audience, and context  (v) relevant information and valid inferences | **2** | Very limited performance | |  |  |  |
| **3** | Between very limited and basic performance | |  |  |  |
| **4** | Basic performance | |  |  |  |
| **5** | Between basic and  satisfactory performance | |  |  |  |
| **6** | Satisfactory performance | |  |  |  |
| **7** | Between satisfactory and accomplished performance | |  |  |  |
| **8** | Accomplished performance | |  |  |  |
| E1.13(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning | | | | **Included in scoring rubric to determine score code.** | | |
| E1.13(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed | | | |
| E1.13(D) edit drafts for grammar, mechanics, and spelling | | | |

| **Non-Tested Standards** | **Unit** | **CHECKPOINT** | | |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** |
| E1.13(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea |  |  |  |  |
| E1.13(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |  |  |  |  |
| E1.14(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot |  |  |  |  |
| E1.14(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads) |  |  |  |  |
| E1.14(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone |  |  |  |  |
| E1.15(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) |  |  |  |  |
| E1.15(C) write an interpretative response to an expository or a literary text (e.g., essay or review) |  |  |  |  |
| E1.15(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience |  |  |  |  |

| **Revision**  **E1.13 Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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|  |  |  |  |  |
| **Readiness Standards** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.13(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed |  |  |  |  |
|  |  |  |  |  |
| **Supporting Standards** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.15(A) write an [analytical] essay of sufficient length |  |  |  |  |
| E1.16 write an argumentative essay to the appropriate audience that includes:  (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence  (C) counter-arguments based on evidence to anticipate and address objections  (D) an organizing structure appropriate to the purpose, audience, and context  (E) an analysis of the relative value of specific data, facts, and ideas |  |  |  |  |
|  |  |  |  |  |
| **Non-Tested Standards** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.16(B) [write an argumentative essay to the appropriate audience that includes:] consideration of the whole range of information and views on the topic and accurate and honest representation of these views |  |  |  |  |

| **Editing**  **E1.13 Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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|  |  |  |  |  |
| **Readiness Standards** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.13(D) edit drafts for grammar, mechanics, and spelling |  |  |  |  |
| E1.17(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking] |  |  |  |  |
| E1.17(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) |  |  |  |  |
| E1.18(A) use conventions of capitalization |  |  |  |  |
| E1.18(B) use correct punctuation marks |  |  |  |  |
| E1.19(A) spell correctly, including using various resources to determine and check correct spellings |  |  |  |  |
|  |  |  |  |  |
| **Supporting Standards** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.17(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking] |  |  |  |  |
| E1.18(B) use correct punctuation marks |  |  |  |  |
|  |  |  |  |  |
| **Non-Tested Standards** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E1.17(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities |  |  |  |  |
| E1.18(B) (iii) dashes to emphasize parenthetical information |  |  |  |  |