| **>> E2.5 Fiction**  Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.  **E2.2** **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.  **E2.7 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 E2.12 | | | | **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** |
| E2.5 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E2.2(A) (Across Genres) compare and contrast differences in similar themes expressed in different time periods | | | |  | **Data included in**  **spiral standards** | | |
| E2.5(B) analyze differences in the characters’ moral dilemmas in works of fiction across different countries or cultures | | | |  |  |  |  |
| E2.5(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E2.5(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction | | | |  |  |  |  |
| E2.2(B) (Across Genres) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature | | | |  | **Data included in**  **spiral standards** | | |
| E2.2(C) (Across Genres) relate the figurative language of a literary work to its historical and cultural setting | | | |  |
| E2.5(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction | | | |  |  |  |  |
| E2.7(A) (Across Genres) explain the function of symbolism, allegory, and allusions in literary works | | | |  | **Data included in**  **spiral standards** | | |

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

| **>> E2.9 Expository**  Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.  **E2.8 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.  **E2.11 Procedural Texts.** Students understand how to glean and use information in procedural texts and documents.  **Connected Knowledge and Skills E2.12** | | | | **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** |
| E2.9 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E2.8(A) (Across Genres) analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details | | | |  | **Data included in**  **spiral standards** | | |
| E2.9(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique | | | |  |  |  |  |
| E2.9(D) (Across Genres) 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 | | | |  | **Data included in**  **spiral standards** | | |
| E2.11(B) (Across Genres) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics) | | | |  |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E2.9(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns | | | |  |  |  |  |
| E2.9(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts | | | |  |  |  |  |
| E2.11(A) (Across Genres) evaluate text for the clarity of its graphics and its visual appeal | | | |  | **Data included in**  **spiral standards** | | |

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

| E2.3 Poetry  Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.  **E2.2** **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.  **E2.7 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 E2.12** | | | | **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** |
| E2.3 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E2.2(A) (Across Genres) compare and contrast differences in similar themes expressed in different time periods | | | |  | **Data included in**  **spiral standards** | | |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E2.2(B) (Across Genres) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature | | | |  | **Data included in**  **spiral standards** | | |
| E2.2(C) (Across Genres) relate the figurative language of a literary work to its historical and cultural setting | | | |  |
| E2.3(A) analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry | | | |  |  |  |  |
| E2.7(A) (Across Genres) explain the function of symbolism, allegory, and allusions in literary works | | | |  | **Data included in**  **spiral standards** | | |

| **E2.4 Drama**  Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.  **E2.2** **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.  **E2.7 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 E2.12** | | | | **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** |
| E2.4 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E2.2(A) (Across Genres) compare and contrast differences in similar themes expressed in different time periods | | | |  | **Data included in**  **spiral standards** | | |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E2.2(B) (Across Genres) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature | | | |  | **Data included in**  **spiral standards** | | |
| E2.2(C) (Across Genres) relate the figurative language of a literary work to its historical and cultural setting | | | |  |
| E2.4(A) analyze how archetypes and motifs in drama affect the plot of plays | | | |  |  |  |  |
| E2.7(A) (Across Genres) explain the function of symbolism, allegory, and allusions in literary works | | | |  | **Data included in**  **spiral standards** | | |

| **E2.6 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.  **E2.2** **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.  **E2.7 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 E2.12** | | | | **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** |
| E2.6 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E2.2(A) (Across Genres) compare and contrast differences in similar themes expressed in different time periods | | | |  | **Data included in**  **spiral standards** | | |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E2.2(B) (Across Genres) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature | | | |  | **Data included in**  **spiral standards** | | |
| E2.2(C) (Across Genres) relate the figurative language of a literary work to its historical and cultural setting | | | |  |
| E2.6(A) evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction | | | |  |  |  |  |
| E2.7(A) (Across Genres) explain the function of symbolism, allegory, and allusions in literary works | | | |  | **Data included in**  **spiral standards** | | |

| **E2.10 Persuasive**  Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.  **E2.8 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.  **E2.11 Procedural Texts.** Students understand how to glean and use information in procedural texts and documents.  **Connected Knowledge and Skills E2.12** | | | | **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** |
| E2.10 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E2.8(A) (Across Genres) analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details | | | |  | **Data included in  spiral standards** | | |
| E2.11(B) (Across Genres) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics) | | | |  |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E2.10(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments | | | |  |  |  |  |
| E2.11(A) (Across Genres) evaluate text for the clarity of its graphics and its visual appeal | | | |  | **Data included in  spiral standards** | | |
| E2.10(B) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks | | | |  |  |  |  |

| **TOOLS TO KNOW – Process** | | **Unit** | | **CHECKPOINT** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | | **2** | | **3** | |
| **E2.1** **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. | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E2.1(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** | |
| **E2.1** **Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E2.1(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 | |  | |  | |  | |  | |
| E2.1(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 | |  | |  | |  | |  | |
| E2.1(C) infer word meaning through the identification and analysis of analogies and other word relationships | |  | |  | |  | |  | |
| E2.1(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., glasnost, avant-garde, coup d’état) | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| **SPIRAL STANDARDS – Embedded Media** | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| **E2.12** **Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E2.12(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts |  | |  | |  | |  | |
| E2.12(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes |  | |  | |  | |  | |
| E2.12 Fig.19(B) make complex inferences about text and use textual evidence to support understanding |  | |  | |  | |  | |
| E2.12(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music) |  | |  | |  | |  | |
| E2.12(C) examine how individual perception or bias in coverage of the same event influences the audience |  | |  | |  | |  | |

| **SPIRAL STANDARDS – Across Multiple Literary Genres** | | **Unit** | | **CHECKPOINT** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | | **2** | | **3** | |
| **E2.2** **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.  **E2.7** **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. | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E2.2(A) compare and contrast differences in similar themes expressed in different time periods | |  | |  | |  | |  | |
| E2.2(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature | |  | |  | |  | |  | |
| E2.2(C) relate the figurative language of a literary work to its historical and cultural setting | |  | |  | |  | |  | |
| E2.7(A) explain the function of symbolism, allegory, and allusions in literary works | |  | |  | |  | |  | |
| E2.2 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | |  | |  | |  | |  | |
| E2.7 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** | |
| **E2.8** **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.  **E2.11** **Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E2.8(A) analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details |  | |  | |  | |  | |
| E2.9(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 |  | |  | |  | |  | |
| E2.11(A) evaluate text for the clarity of its graphics and its visual appeal |  | |  | |  | |  | |
| E2.11(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics) |  | |  | |  | |  | |
| E2.8 Fig.19(B) make complex inferences about text and use textual evidence to support understanding |  | |  | |  | |  | |
| E2.11 Fig.19(B) make complex inferences about text and use textual evidence to support understanding |  | |  | |  | |  | |

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| Composition  **E2.15** **Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.  **E2.13 Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.  **E2.14 Literary Texts**. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.  **E2.16 Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
|  |  |  |  |
|  | | | | | | |
| **Readiness Standards – Expository Composition** | **Composition Score** | **Composition Score Description** | | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E2.16 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  (D) an organizing structure appropriate to the purpose, audience, and context  (E) an analysis of the relative value of specific data, facts, and ideas | **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 | |  |  |  |
| E2.13(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.** | | |
| E2.13(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 | | | |
| E2.13(D) edit drafts for grammar, mechanics, and spelling | | | |

| **Non-Tested Standards** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
| E2.13(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 |  |  |  |  |
| E2.13(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |  |  |  |  |
| E2.14(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone |  |  |  |  |
| E2.14(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) |  |  |  |  |
| E2.14(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone |  |  |  |  |
| E2.15(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) |  |  |  |  |
| E2.15(C) write an interpretative response to an expository or a literary text (e.g., essay or review) |  |  |  |  |
| E2.15(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 |  |  |  |  |
| E2.16 write an argumentative essay to the appropriate audience that includes:  (B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views  (i.e., in the author’s own words and not out of context)  (C) counter-arguments based on evidence to anticipate and address objections  (F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations) |  |  |  |  |

| **Revision**  **E2.13 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** |
| E2.13(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** |
| E2.15(A) write an [analytical] essay of sufficient length |  |  |  |  |
| E2.16 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  (F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations) |  |  |  |  |
|  |  |  |  |  |
| **Non-Tested Standards** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E2.16(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 (i.e., in the author’s own words and not out of context) |  |  |  |  |

| **Editing**  **E2.13 Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. | **Unit** | **CHECKPOINT** | | |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** |
|  |  |  |  |
|  |  |  |  |  |
| **Readiness Standards** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E2.13(D) edit drafts for grammar, mechanics, and spelling |  |  |  |  |
| E2.17(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking] |  |  |  |  |
| E2.17(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) |  |  |  |  |
| E2.18(A) use conventions of capitalization |  |  |  |  |
| E2.18(B) use correct punctuation marks |  |  |  |  |
| E2.19(A) spell correctly, including using various resources to determine and check correct spellings |  |  |  |  |
|  |  |  |  |  |
| **Supporting Standards** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E2.17(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking] |  |  |  |  |
| E2.18(B) use correct punctuation marks |  |  |  |  |
|  |  |  |  |  |
| **Non-Tested Standards** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E2.17(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities |  |  |  |  |
| E2.18(B) (iii) dashes to emphasize parenthetical information |  |  |  |  |