| **>> E3.5 Fiction**  Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.  **E3.2** **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.  **E3.7 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 E3.12 | | | | **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** |
| E3.5 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E3.2(A) (Across Genres) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition | | | |  | **Data included in**  **spiral standards** | | |
| E3.5(D) demonstrate familiarity with works by authors in American fiction from each major literary period | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E3.5(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction | | | |  |  |  |  |
| E3.5(B) analyze the internal and external development of characters through a range of literary devices | | | |  |  |  |  |
| E3.2(B) (Across Genres) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films | | | |  | **Data included in**  **spiral standards** | | |
| E3.2(C) (Across Genres) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting | | | |  |
| E3.5(C) analyze the impact of narration when the narrator's point of view shifts from one character to another | | | |  |  |  |  |
| E3.7(A) (Across Genres) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works | | | |  | **Data included in**  **spiral standards** | | |

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

| **>> E3.9 Expository**  Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.  **E3.8 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.  **E3.11 Procedural Texts.** Students understand how to glean and use information in procedural texts and documents.  **Connected Knowledge and Skills E3.12** | | | | **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** |
| E3.9 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E3.9(A) summarize a text in a manner that captures the author’s viewpoint, its main ideas, and its elements without taking a position or expressing an opinion | | | |  |  |  |  |
| E3.9(D) (Across Genres) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence | | | |  | **Data included in**  **spiral standards** | | |
| E3.11(A) (Across Genres) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts) | | | |  |
| E3.11(B) (Across Genres) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams | | | |  |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E3.8(A) (Across Genres) analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance | | | |  | **Data included in**  **spiral standards** | | |
| E3.9(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns | | | |  |  |  |  |
| E3.9(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported | | | |  |  |  |  |

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

| E3.3 Poetry  Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.  **E3.2** **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.  **E3.7 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 E3.12** | | | | **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** |
| E3.3 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E3.2(A) (Across Genres) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition | | | |  | **Data included in**  **spiral standards** | | |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E3.2(B) (Across Genres) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films | | | |  | **Data included in**  **spiral standards** | | |
| E3.2(C) (Across Genres) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting | | | |  |
| E3.3(A) analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry | | | |  |  |  |  |
| E3.7(A) (Across Genres) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works | | | |  | **Data included in**  **spiral standards** | | |

| **E3.4 Drama**  Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.  **E3.2** **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.  **E3.7 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 E3.12** | | | | **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** |
| E3.4 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E3.2(A) (Across Genres) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition | | | |  | **Data included in**  **spiral standards** | | |
| E3.4(A) analyze the themes and characteristics in different periods of modern American drama | | | |  |  | | |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E3.2(B) (Across Genres) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films | | | |  | **Data included in**  **spiral standards** | | |
| E3.2(C) (Across Genres) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting | | | |  |
| E3.7(A) (Across Genres) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works | | | |  |

| **E3.6 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.  **E3.2** **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.  **E3.7 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 E3.12** | | | | **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** |
| E3.6 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E3.2(A) (Across Genres) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition | | | |  | **Data included in**  **spiral standards** | | |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E3.2(C) (Across Genres) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting | | | |  | **Data included in**  **spiral standards** | | |
| E3.6(A) analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning | | | |  |  |  |  |
| E3.7(A) (Across Genres) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works | | | |  | **Data included in**  **spiral standards** | | |

| **E3.10 Persuasive**  Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.  **E3.8 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.  **E3.11 Procedural Texts.** Students understand how to glean and use information in procedural texts and documents.  **Connected Knowledge and Skills E3.12** | | | | **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** |
| E3.10 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E3.11(A) (Across Genres) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts) | | | |  | **Data included in  spiral standards** | | |
| E3.11(B) (Across Genres) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams | | | |  |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E3.8(A) (Across Genres) analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance | | | |  | **Data included in  spiral standards** | | |
| E3.10(A) evaluate how the author’s purpose and stated or perceived audience affect the tone of persuasive texts | | | |  |  |  |  |
| E3.10(B) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations | | | |  |  |  |  |

| **TOOLS TO KNOW – Process** | | **Unit** | | **CHECKPOINT** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | | **2** | | **3** | |
| **E3.1** **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. | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E3.1(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** | |
| **E3.1** **Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E3.1(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed | |  | |  | |  | |  | |
| E3.1(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 | |  | |  | |  | |  | |
| E3.1(C) infer word meaning through the identification and analysis of analogies and other word relationships | |  | |  | |  | |  | |
| E3.1(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| **SPIRAL STANDARDS – Embedded Media** | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| **E3.12** **Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E3.12(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts |  | |  | |  | |  | |
| E3.12(D) evaluate changes in formality and tone across various media for different audiences and purposes |  | |  | |  | |  | |
| E3.12 Fig.19(B) make complex inferences about text and use textual evidence to support understanding |  | |  | |  | |  | |
| E3.12(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media |  | |  | |  | |  | |
| E3.12(C) evaluate the objectivity of coverage of the same event in various types of media |  | |  | |  | |  | |

| **SPIRAL STANDARDS – Across Multiple Literary Genres** | | **Unit** | | **CHECKPOINT** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | | **2** | | **3** | |
| **E3.2** **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.  **E3.7** **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. | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E3.2(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition | |  | |  | |  | |  | |
| E3.2(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films | |  | |  | |  | |  | |
| E3.2(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting | |  | |  | |  | |  | |
| E3.7(A) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works | |  | |  | |  | |  | |
| E3.2 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | |  | |  | |  | |  | |
| E3.7 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** | |
| **E3.8** **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.  **E3.11** **Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E3.8(A) analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance |  | |  | |  | |  | |
| E3.11(A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts) |  | |  | |  | |  | |
| E3.11(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams |  | |  | |  | |  | |
| E3.8 Fig.19(B) make complex inferences about text and use textual evidence to support understanding |  | |  | |  | |  | |
| E3.11 Fig.19(B) make complex inferences about text and use textual evidence to support understanding |  | |  | |  | |  | |

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| Composition  **E3.15** **Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.  **E3.13 Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.  **E3.14 Literary Texts**. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.  **E3.16 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** |
| E3.15(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 clear thesis statement or controlling idea  (iv) a clear organizational schema for conveying ideas  (v) relevant and substantial evidence and well-chosen details  (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources  E3.15(C) write an interpretation of an expository or a literary text that:  (i) advances a clear thesis statement  (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text  (iii) analyzes the aesthetic effects of an author’s use of stylistic or rhetorical devices  (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text  (v) anticipates and responds to readers’ questions or contradictory information | **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 | |  |  |  |
| E3.13(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 rhetorical devices to convey meaning | | | | **Included in scoring rubric to determine score code.** | | |
| E3.13(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases | | | |
| E3.13(D) edit drafts for grammar, mechanics, and spelling | | | |

| **Non-Tested Standards** | **Unit** | **CHECKPOINT** | | |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** |
| E3.13(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 |  |  |  |  |
| E3.13(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |  |  |  |  |
| E3.14(A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical 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 |  |  |  |  |
| E3.14(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse) |  |  |  |  |
| E3.14(C) write a script with an explicit or implicit theme, using a variety of literary techniques |  |  |  |  |
| E3.15(B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) |  |  |  |  |
| E3.15(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view |  |  |  |  |

| **Revision**  **E3.13 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** |
|  |  |  |  |
|  |  |  |  |  |
| **Readiness Standards** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E3.13(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases |  |  |  |  |
|  |  |  |  |  |
| **Supporting Standards** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E3.15(A) write an [analytical] essay of sufficient length |  |  |  |  |
| E3.16 write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:  (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs  (C) an organizing structure appropriate to the purpose, audience, and context  (E) demonstrated consideration of the validity and reliability of all primary and secondary sources used  (F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs) |  |  |  |  |
|  |  |  |  |  |
| **Non-Tested Standards** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E3.16(B) accurate and honest representation of divergent views (i.e., in the author’s own words and not out of context) |  |  |  |  |
| E3.16(D) information on the complete range of relevant perspectives |  |  |  |  |

| **Editing**  **E3.13 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** |
| E3.13(D) edit drafts for grammar, mechanics, and spelling |  |  |  |  |
| E3.17(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) |  |  |  |  |
| E3.18(A) correctly and consistently use conventions of punctuation and capitalization |  |  |  |  |
| E3.19(A) spell correctly, including using various resources to determine and check correct spellings |  |  |  |  |
|  |  |  |  |  |
| **Supporting Standards** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E3.17(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases) |  |  |  |  |