| **>> E4.5 Fiction**  Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.  **E4.2** **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.  **E4.7 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 E4.12 | | | | **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** |
| E4.5 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E4.2(A) (Across Genres) compare and contrast works of literature that express a universal theme | | | |  | **Data included in**  **spiral standards** | | |
| E4.2(B) (Across Genres) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions | | | |  |
| E4.5(C) compare and contrast the effects of different forms of narration across various genres of fiction | | | |  |  |  |  |
| E4.5(D) demonstrate familiarity with works of fiction by British authors from each major literary period | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E4.5(A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction | | | |  |  |  |  |
| E4.5(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters | | | |  |  |  |  |
| E4.2(C) (Across Genres) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time | | | |  | **Data included in**  **spiral standards** | | |
| E4.7(A) (Across Genres) analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works | | | |  |

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

| **>> E4.9 Expository**  Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.  **E4.8 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.  **E4.11 Procedural Texts.** Students understand how to glean and use information in procedural texts and documents.  **Connected Knowledge and Skills E4.12** | | | | **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** |
| E4.9 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
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| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E4.9(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 | | | |  |  |  |  |
| E4.9(D) (Across Genres) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence | | | |  | **Data included in**  **spiral standards** | | |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E4.8(A) (Across Genres) analyze the consistency and clarity or the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author’s meaning or purpose | | | |  | **Data included in**  **spiral standards** | | |
| E4.9(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns | | | |  |  |  |  |
| E4.9(B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints | | | |  |  |  |  |
| E4.11(A) (Across Genres) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text | | | |  | **Data included in**  **spiral standards** | | |
| E4.11(B) (Across Genres) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations | | | |  |

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

| E4.3 Poetry  Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.  **E4.2** **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.  **E4.7 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 E4.12** | | | | **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** |
| E4.3 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
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| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E4.2(A) (Across Genres) compare and contrast works of literature that express a universal theme | | | |  | **Data included in**  **spiral standards** | | |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E4.2(C) (Across Genres) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time | | | |  | **Data included in**  **spiral standards** | | |
| E4.3(A) evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods | | | |  |  |  |  |
| E4.7(A) (Across Genres) analyze how the author’s patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works | | | |  | **Data included in**  **spiral standards** | | |

| **E4.4 Drama**  Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.  **E4.2** **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.  **E4.7 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 E4.12** | | | | **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** |
| E4.4 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E4.2(A) (Across Genres) compare and contrast works of literature that express a universal theme | | | |  | **Data included in**  **spiral standards** | | |
| E4.2(B) (Across Genres) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions | | | |  |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E4.2(C) (Across Genres) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time | | | |  | **Data included in**  **spiral standards** | | |
| E4.4(A) evaluate how the structure and elements of drama change in the works of British dramatists across literary periods | | | |  |  |  |  |
| E4.7(A) (Across Genres) analyze how the author’s patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works | | | |  | **Data included in**  **spiral standards** | | |

| **E4.6 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.  **E4.2** **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.  **E4.7 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 E4.12** | | | | **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** |
| E4.6 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E4.2(A) (Across Genres) compare and contrast works of literature that express a universal theme | | | |  | **Data included in**  **spiral standards** | | |
| E4.2(B) (Across Genres) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions | | | |  |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E4.2(C) (Across Genres) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time | | | |  | **Data included in**  **spiral standards** | | |
| E4.6(A) analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction | | | |  |  |  |  |
| E4.7(A) (Across Genres) analyze how the author’s patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works | | | |  | **Data included in**  **spiral standards** | | |

| **E4.10 Persuasive**  Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.  **E4.8 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.  **E4.11 Procedural Texts.** Students understand how to glean and use information in procedural texts and documents.  **Connected Knowledge and Skills E4.12** | | | | **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** |
| E4.10 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Ways to Show** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E4.10(A) evaluate the merits of an argument, action, or policy, by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text | | | |  |  |  |  |
|  | | | |  |  |  |  |
| **Author’s Craft** | | | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E4.8(A) (Across Genres) analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organization and rhetorical patterns of text support or confound the author’s meaning or purpose | | | |  | **Data included in  spiral standards** | | |
| E4.10(B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language | | | |  |  |  |  |
| E4.11(A) (Across Genres) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text | | | |  | **Data included in  spiral standards** | | |
| E4.11(B) (Across Genres) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations | | | |  |

| **TOOLS TO KNOW – Process** | | **Unit** | | **CHECKPOINT** | | | | | |
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| **1** | | **2** | | **3** | |
| **E4.1** **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. | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E4.1(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings | |  | |  | |  | |  | |
| 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** | |
| **E4.1** **Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E4.1(E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed | |  | |  | |  | |  | |
| E4.1(A) determine the meaning of 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 | |  | |  | |  | |  | |
| E4.1(C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation) | |  | |  | |  | |  | |
| E4.1(D) analyze and explain how the English language has developed and been influenced by other languages | |  | |  | |  | |  | |
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| **SPIRAL STANDARDS – Embedded Media** | **Unit** | | **CHECKPOINT** | | | | | |
| **1** | | **2** | | **3** | |
| **E4.12** **Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E4.12(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts |  | |  | |  | |  | |
| E4.12(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 |  | |  | |  | |  | |
| E4.12(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose |  | |  | |  | |  | |
| E4.12(D) evaluate changes in formality and tone across various media for different audiences and purposes |  | |  | |  | |  | |
| E4.12 Fig.19(B) make complex inferences about text and use textual evidence to support understanding |  | |  | |  | |  | |

| **SPIRAL STANDARDS – Across Multiple Literary Genres** | | **Unit** | | **CHECKPOINT** | | | | | |
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| **1** | | **2** | | **3** | |
| **E4.2** **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.  **E4.7** **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. | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E4.2(A) compare and contrast works of literature that express a universal theme | |  | |  | |  | |  | |
| E4.2(B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions | |  | |  | |  | |  | |
| E4.2(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time | |  | |  | |  | |  | |
| E4.7(A) analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works | |  | |  | |  | |  | |
| E4.2 Fig.19(B) make complex inferences about text and use textual evidence to support understanding | |  | |  | |  | |  | |
| E4.7 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** | |
| **E4.8** **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.  **E4.11** **Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. |  | |  | |  | |  | |
|  |  | |  | |  | |  | |
| E4.8(A) analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organization and rhetorical patterns of text support or confound the author’s meaning or purpose |  | |  | |  | |  | |
| E4.11(A) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text |  | |  | |  | |  | |
| E4.11(B) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations |  | |  | |  | |  | |
| E4.8 Fig.19(B) make complex inferences about text and use textual evidence to support understanding |  | |  | |  | |  | |
| E4.11 Fig.19(B) make complex inferences about text and use textual evidence to support understanding |  | |  | |  | |  | |

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| Composition  **E4.15** **Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.  **E4.13 Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.  **E4.14 Literary Texts**. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.  **E4.16 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 – Composition** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E4.15(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 all relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources  (vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it |  |  |  |  |
| E4.15(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 |  |  |  |  |
| E4.13(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 |  |  |  |  |
| E4.13(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 |  |  |  |  |
| E4.13(D) edit drafts for grammar, mechanics, and spelling |  |  |  |  |
|  |  |  |  |  |
| **Supporting Standards – Composition** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E4.13(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 |  |  |  |  |
| E4.13(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences |  |  |  |  |
| E4.14(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 |  |  |  |  |
| E4.14(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse) |  |  |  |  |
| E4.14(C) write a script with an explicit or implicit theme, using a variety of literary techniques |  |  |  |  |
| E4.15(B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) |  |  |  |  |
| E4.15(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**  **E4.13 Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. | **Unit** | **CHECKPOINT** | | |
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| **Readiness Standards** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E4.13(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** |
| E4.15(A) write an [analytical] essay of sufficient length |  |  |  |  |
| E4.16 write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:   1. 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 2. accurate and honest representation of divergent views (i.e., in the author’s own words and not out of context) 3. an organizing structure appropriate to the purpose, audience, and context 4. information on the complete range of relevant perspectives   (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) |  |  |  |  |

| **Editing**  **E4.13 Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. | **Unit** | **CHECKPOINT** | | |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** |
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|  |  |  |  |  |
| **Readiness Standards** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E4.13(D) edit drafts for grammar, mechanics, and spelling |  |  |  |  |
| E4.17(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) |  |  |  |  |
| E4.18(A) correctly and consistently use conventions of punctuation and capitalization |  |  |  |  |
| E4.19(A) spell correctly, including using various resources to determine and check correct spellings |  |  |  |  |
|  |  |  |  |  |
| **Supporting Standards** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| E4.17(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases) |  |  |  |  |