

IN	LA1H	OUT	IN	LA2H	OUT	IN	LA3AP	OUT	IN	LA4AP	OUT
1) Basic knowledge of <a href="#">(according to lit terms matrix)</a>	1) Refine/practice identifying, applying, and analyzing literary and rhetorical devices within a text.	1) Ability to identify, define, and analyze the use of literary devices <a href="#">(according to lit terms matrix)</a>	1) Knowledge and practice of how to write an argumentative essay, a narrative essay, a rhetorical analysis (rhetorical chunks) essay, and a literary analysis essay.	1) Mastery of textual evidence properly imbedded in analysis paragraphs	1) <a href="#">Mastery of fifteen most salient literary devices</a>	1) Working knowledge of Literary and Rhetorical Devices.	1) Mastery of poetic devices, rhetorical devices and other author craft methods.				
2) Can summarize the main idea of a text.	2) Introduce SPACECAT analysis format.	2) Proficiency in writing-mechanics, spelling, punctuation, grammar.	2) How to analyze a text (fiction and nonfiction) SPACECAT (nonfiction). Annotating for focused elements.	2) Mastery of SPACECAT	2) Students can proficiently complete a timed essay.	2) Ability to read for voice, tone, purpose, audience, and other subtleties of text.	2) Ability to analyze the author's craft and tie it to an overall theme or meaning.				
3) Close reading to identify a topic, a moral, and a theme of a text.	3) Can identify multiple themes in a text and form them into the blank of blank theme statements.	3) Knowledge of and practice of blank of blank statements.	3) Knowledge of theme, symbolism, characterization, and how to support from textual evidence.	3) Mastery of the three rhetorical appeals: logos, ethos, and pathos.	3) Students understand college-level non-fiction texts and utilize the 3 C's strategy: closely, carefully, and critically, rereading for clarity and understanding.	3) Budding understanding of identifying a theme and building that idea into a thematic statement.	3) Maintaining a well-organized line of reasoning with multiple supporting claims and clear explanations.				
4) Basic knowledge of what a thesis is and how to write one.	4) Refine intro writing: Use proper IVF statement and introduce O/P statement with a precise connection to the prompt and a specific position.	4) Basic essay structure-including introductions and thesis statements.	4) Practice writing in timed fashion.	4) Mastery of IVF and Occasion/Position statements.	4) Students can articulate their thoughts clearly and concisely using academic language and elevated diction.	4) Mastery of Thesis Statements/ Occasion/ Position.	4) Working knowledge of literary eras from Elizabethan to post-modern in World Literature.				
5) Basic knowledge of supporting arguments with evidence.	5) Can choose specific direct textual evidence to support thesis or topic sentences. Introduction to embedded quotes and MLA format.	5) Practice identifying appropriate quotes to support claims or themes.  *Also, a request for building reading stamina and Canvas familiarity. (10-12th grades use)	5) Application of how to write TIQA paragraphs and assemble them to build an essay.	5) Exposure to function, effect, purpose statements, and argumentative essay structure.	5) Choose appropriate evidence (historical, reading, observation, experience) to support their points in argumentative writing	5) Mastery of the Writing Process: Intro, bodies, embedding quotes, conclusions, and MLA.	5) Ability to apply analysis from various literary perspectives: Psychoanalytical, Formalist, Deconstructionist, ect.				