Coal City Unit District #1
English 4 Transitional
Language Arts Curriculum

LA.E4:1 **Students will apply and adjust active reading strategies to texts to similar rigor and structure as those they would likely encounter in a college or career setting.**

- LA.E4:1-1 Employ appropriate pre-reading and active reading strategies to aid in comprehension and interpretation.
- LA.E4:1-2 Recognize text characteristics (titles, headings, subtitles, illustrations, graphs, charts, visuals, glossaries, chapter summaries, bolded and italicized text, etc.) to preview a text to make meaning.
- LA.E4:1-3 Identify a text's structural characteristics (topic sentences and transitional words and phrases, introductions, conclusions, patterns of organization, etc…) to make meaning.

LA.E4:2 **Students can summarize a text.**

- LA.E4:2-1 Identify the topic of the text and the author's intent.
- LA.E4:2-2 Explain the main ideas of a text in their own words.

LA.E4:3 **Students can expand passive (recognition) and active (expressive) academic and career-related vocabularies.**

- LA.E4:3-1 Determine meaning through context clues, dictionary skills, and knowledge of word parts.
- LA.E4:3-2 Determine meanings of words and phrases, including figurative, technical, and connotative meanings.
- LA:E4:3-3 Recognize the difference between vocabulary that is appropriate in academic settings and vocabulary that is appropriate in career-related settings.

LA.E4:4 **Students can analyze and interpret texts.**

- LA.E4:4-1 Identify explicit and implicit ideas, main ideas, and supporting details.
- LA.E4:4-2 Determine the author's purpose, point of view, and tone, as well as the mood of a given text.
- LA.E4:4-3 Draw logical conclusions using evidence from a given text.
- LA.E4:4-4 Evaluate arguments by analyzing the use of rhetorical strategies.
- LA.E4:4-5 Logically extend ideas related to a given text by employing at least one of the following connections: text-to-text, text-to-self, or text--world.
- LA.E4:4-6 Interpret figurative language (e.ge. simile, metaphor, euphemism, hyperbole, etc.) and understand their role in the text.

LA.E4:5 **Students can understand the credibility and reliability of evidence in texts while reading.**

LA.E4:5-1	Evaluate the effectiveness of an author's use of structure in exposition or argument, including the ways in which the structure may make points clear, convincing, and engaging.
LA.E4:5-2	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
LA.E4:5-3	Assess the strengths and limitations of a source in terms of task, purpose, and audience.
LA.E4:5-4	Evaluate the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or features of the source.
LA.E4:5-5	Evaluate differences in sources across modes and media.
LA.E4:5-6	Evaluate how claims are supported with evidence and the effectiveness of those claims.
LA.E4:5-7	Develop interpersonal and intertextual connections.

LA.E4:6 **Students can identify the audience, purpose, and context of any given writing task.**

LA.E4:6-1	Identify content based on audience and purpose
LA.E4:6-2	Identify writing choices based on the organization based on audience and purpose.
LA.E4:6-3	Identify proper development based on audience and purpose.
LA.E4:6-4	Identify style and tone based on audience and purpose.

LA.E4:7 **Students can choose writing processes based on audience, purpose, and task.**

LA.E4:7-1	Apply brainstorming and drafting strategies appropriate for the audience, purpose, and task.
LA.E4:7-2	Use reflection and feedback from peers and teachers to revise and strengthen writing.
LA.E4:7-3	Use editing and proofreading strategies to improve writing and conventions.
LA.E4:7-4	Submit the final product in an appropriate format based on task, audience, and purpose.

LA.E4:8 **Students will demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media.**

LA.E4:8-1	Choose sources based on task, audience, and purpose.
LA.E4:8-2	Use sources to provide evidence to support a central idea or opinion.
LA.E4:8-3	Incorporate sources by using signal phrases, quoting, paraphrasing, and summarizing.

	LA.E4:8-4	Identify content that needs to be cited, including summarized and paraphrased ideas.
	LA.E4:8-5	Develop a work cited or reference list.

LA.E4:9 Students will engage with ideas and evidence while writing.

LA.E4:9-1	Create a piece of writing using stylistic choices.
LA.E4:9-2	Engage with ideas and evidence to expand and support their own ideas, arguments, and perspectives to convey their messages with impact and beauty appropriate to a given audience and purpose.
LA.E4:9-3	Support claims for analysis or to examine and convey complex ideas, concepts, and information in substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.E4:9-4	Demonstrate an ability to evaluate source texts for the author's purpose, angle, and coverage including where the text leaves matters uncertain.
LA.E4:9-5	Apply diverse sources that present authoritative, trustworthy, credible, and reliable information to support their own analysis and claim.
LA.E4:9-6	Demonstrate an understanding of the reasons behind citation practices to avoid plagiarism and overreliance on any one source.
LA.E4:9-7	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text.
LA.E4:9-8	Integrate information into the text selectively to maintain the flow of ideas.
LA.E4:9-9	Evaluate and integrate multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem.
LA.E4:9-10	Apply proper writing mechanics to make a piece of writing clear and effective for the reader.
LA:E4:9-11	Create a strong claim or thesis that is supported throughout an entire paper.