

Tick one box per statement: ☐ not yet ☐ nearly ☐ confident. / /

1. Claims, Evidence, and the Rhetorical Situation

1.1 Components of the rhetorical situation

- ☐☐☐ Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

1.2 Identifying claims and evidence

- ☐☐☐ Reading – Identify and explain claims and evidence within an argument.

1.3 Developing a paragraph with claim and evidence

- ☐☐☐ Writing – Develop a paragraph that includes a claim and evidence supporting the claim.

2. Audience, Thesis, and Supporting Evidence

2.1 Understanding an audience’s beliefs and needs

- ☐☐☐ Reading – Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.

2.2 Writing for an audience’s beliefs and needs

- ☐☐☐ Writing – Demonstrate an understanding of an audience’s beliefs, values, or needs.

2.3 Identifying claims and evidence

- ☐☐☐ Reading – Identify and explain claims and evidence within an argument.

2.4 Developing a paragraph with claim and evidence

- ☐☐☐ Writing – Develop a paragraph that includes a claim and evidence supporting the claim.

2.5 Identifying the overarching thesis

- ☐☐☐ Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.

2.6 Writing a thesis statement

- ☐☐☐ Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

3. Line of Reasoning and Methods of Development

3.1 Identifying claims and evidence

- ☐☐☐ Reading – Identify and explain claims and evidence within an argument.

3.2 Developing a paragraph with claim and evidence

- ☐☐☐ Writing – Develop a paragraph that includes a claim and evidence supporting the claim.

3.3 Describing the line of reasoning

- ☐☐☐ Reading – Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.

3.4 Developing a line of reasoning and commentary

- ☐☐☐ Writing – Develop a line of reasoning and commentary that explains it throughout an argument.

3.5 Recognizing methods of development

- ☐☐☐ Reading – Recognize and explain the use of methods of development to accomplish a purpose.

3.6 Using methods of development

- ☐☐☐ Writing – Use appropriate methods of development to advance an argument.

4. Introductions, Conclusions, and Development

4.1 Components of the rhetorical situation

- ☐☐☐ Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

4.2 Writing introductions and conclusions

- ☐☐☐ Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

4.3 Identifying the overarching thesis

- ☐☐☐ Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.

4.4 Writing a thesis statement

- ☐☐☐ Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

4.5 Recognizing methods of development

- ☐☐☐ Reading – Recognize and explain the use of methods of development to accomplish a purpose.

4.6 Using methods of development

- ☐☐☐ Writing – Use appropriate methods of development to advance an argument.

5. Organization, Coherence, and Style

5.1 Describing the line of reasoning

- ☐☐☐ Reading – Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.

5.2 Developing a line of reasoning and commentary

☐☐☐ Writing – Develop a line of reasoning and commentary that explains it throughout an argument.

5.3 Organization, unity, and coherence

☐☐☐ Reading – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.

5.4 Using transitional elements

☐☐☐ Writing – Use transitional elements to guide the reader through the line of reasoning of an argument.

5.5 Word choice, comparisons, and syntax

☐☐☐ Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

5.6 Using words and syntax for tone and style

☐☐☐ Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

6. Evidence, Thesis, and Stylistic Choices

6.1 Identifying claims and evidence

☐☐☐ Reading – Identify and explain claims and evidence within an argument.

6.2 Developing a paragraph with claim and evidence

☐☐☐ Writing – Develop a paragraph that includes a claim and evidence supporting the claim.

6.3 Identifying the overarching thesis

☐☐☐ Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.

6.4 Writing a thesis statement

☐☐☐ Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

6.5 Word choice, comparisons, and syntax

☐☐☐ Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

6.6 Using words and syntax for tone and style

☐☐☐ Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

7. Qualifying Arguments, Syntax, and Conventions

7.1 Components of the rhetorical situation

☐☐☐ Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

7.2 Writing introductions and conclusions

☐☐☐ Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

7.3 How claims are qualified

☐☐☐ Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

7.4 Qualifying a claim

☐☐☐ Writing – Qualify a claim using modifiers, counterarguments, or alternative perspectives.

7.5 Clauses and relationships between ideas

☐☐☐ Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. (Note: Students should be able to read and analyze these complexities but are not expected to write with them on timed essays.)

7.6 Writing clear sentences

☐☐☐ Writing – Write sentences that clearly convey ideas and arguments.

7.7 Grammar, mechanics, and clarity

☐☐☐ Reading – Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

7.8 Conventions of grammar and mechanics

☐☐☐ Use established conventions of grammar and mechanics to communicate clearly and effectively.

8. Audience, Tone, and Sentence Craft

8.1 Understanding an audience’s beliefs and needs

☐☐☐ Reading – Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.

8.2 Writing for an audience’s beliefs and needs

☐☐☐ Writing – Demonstrate an understanding of an audience’s beliefs, values, or needs.

8.3 Word choice, comparisons, and syntax

☐☐☐ Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

8.4 Using words and syntax for tone and style

☐☐☐ Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

8.5 Clauses and relationships between ideas

☐☐☐ Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

8.6 Writing clear sentences

☐☐☐ Writing – Write sentences that clearly convey ideas and arguments.

9. Refining Qualified Arguments

9.1 How claims are qualified

☐☐☐ Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

9.2 Qualifying a claim

☐☐☐ Writing – Qualify a claim using modifiers, counterarguments, or alternative perspectives.