

**Tennessee Standards for English Language Learners (ELL)**

**Publisher:** Heinle, Cengage Learning

**Title:** Milestones C

<b>Standard Number</b>	<b>Standard</b>	<b>Citations</b>
<b>Listening Accomplishments Grades 3-12</b>		
<b>L.1</b>	<b>Comprehend spoken instructions</b>	
L.1.1	Follow one-step directions.	<b>Teacher’s Edition (TE):</b> ( Vocabulary Development) 13, 38 (Word Connections) 18, 20, 39, 46, 48
L.1.2	Follow two-step directions.	<b>TE:</b> (Word Connections) 20, (Relate to Personal Experience) 24, (Practice) 31
L.1.3	Follow multiple-step directions.	<b>Student Edition (SE):</b> 240 <b>TE:</b> 240
<b>L.2</b>	<b>Determine main idea/purpose.</b>	
L.2.1	Identify main idea/theme/plot/purpose/character of a passage.	<b>SE:</b> 8, 27, 53, 77, 84, 144, 153 <b>TE:</b> 8, 53, 74, 77, 78, 83, 150 <b>Teacher’s Resource CD-ROM (CD):</b> Spider Map, T-Chart, Three-Column Chart, Word Web <b>Assessment Book (AB):</b> 24, 25, 36, 37, 54, 102, 123 <b>Milestones Tracker: (MT):</b> Unit 2 Chapter 1 Items 19, 21; Unit 2 Test Item 7; Unit 3 Chapter 1 Quiz Items 29, 30, 40; Final Exam Item 30
<b>L.3</b>	<b>Identify important supporting details.</b>	
L.3.1	Identify important supporting ideas, themes, and conflicts (related to plot, character, setting, and topic).	<b>SE:</b> 8, 21, 49, 78, 144, 193, 229 <b>TE:</b> 8, 19, 129, 136, 153, 303, 360 <b>CD:</b> Spider Map, Three-Column Chart, Word Web
<b>L.4</b>	<b>Determine speaker’s attitude/perspective.</b>	
L.4.1	Distinguish between fact and opinion.	<b>SE:</b> 233, 251, 253, 260, 274, 391, 393 <b>TE:</b> 14, 156, 233, 236, 253, 260, 356 <b>CD:</b> T-Chart, Two-Column Chart

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		<b>AB:</b> 72, 77, 108, 115, 123, 124 <b>MT:</b> Unit 4 Chapter 2 Quiz Items 21, 22, 50; Unit 6 Chapter 2 Quiz Item 24, Final Exam Item 6
L.4.2	Identify author’s opinion, perspective, point of view, purpose, motivation, stance, or position.	<b>SE:</b> 15, 173, 175, 176, 177, 186, 193 <b>TE:</b> 170, 173, 176, 186, 187, 210, 281 <b>AB:</b> 8, 17, 115, 124 <b>MT:</b> Mid Year Exam Item 39; Final Exam Item 27
<b>L.5</b>	<b>Understand key vocabulary/phrases.</b>	
L.5.1	Understand a few words or phrases with basic English grammatical forms.	<b>SE:</b> 30, 56, 57, 94, 95, 122, 123 <b>TE:</b> 164, 165, 196, 197, 242, 243, 270 <b>CD:</b> Word or Concept Wheel <b>MT:</b> Unit 1 Chapter 1 Quiz Items 31, 32, 33, 34, 35, 36, 37
L.5.2	Understand figurative language and idiomatic expressions	<b>SE:</b> 55, 163, 218, 231, 303 <b>TE:</b> 16, 25, 74, 114, 116, 163, 211 <b>AB:</b> 42, 53, 61, 84, 96, 112 <b>MT:</b> Unit 1 Chapter 2 Quiz Items 19, 20, 28; Unit 1 Test Item 35; Unit 3 Chapter 1 Quiz Items 18, 20; Mid Year Exam Item 45
L.5.3	Identify meaning of key word or phrase in passage that provides context.	<b>SE:</b> 6, 38, 76, 102, 142, 172, 216 <b>TE:</b> 20, 48, 86, 112, 172, 216, 250 <b>CD:</b> Word Web <b>MT:</b> Unit 1 Chapter 1 Quiz Items 11, 12, 13, 14, 15, 16; Unit 1 Test Item 6
<b>L.6</b>	<b>Draw inferences, predictions, conclusions.</b>	
L.6.1	Draw inferences, conclusions, predictions,	<b>SE:</b> 13, 45, 83, 113, 114, 155, 217

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	generalizations (related to plot, character, setting, topic).	<b>TE:</b> 3, 15, 81, 113, 116, 126, 217 <b>AB:</b> 32, 42 <b>MT:</b> Unit 2 Chapter 2 Quiz Items 21, 22; Unit 2 Test Item 35; Mid Year Exam Items 29, 30; Unit 3 Chapter 1 Quiz Items 23, 25
<b>Reading Accomplishments Grades 3-12</b>		
<b>R.1</b>	<b>Demonstrate pre-/early reading skills.</b>	
R.1.1	Identify high-frequency regular words, high-frequency irregular words, such as <i>said, was, where</i> and <i>is</i> ; compound words, and contractions.	<b>SE:</b> 416 <b>TE:</b> 145, 158
R.1.2	Identify relationship between words in word families.	<b>TE:</b> 411 <b>CD:</b> Word Web <b>MT:</b> Unit 6 Chapter 2 Quiz Items 5, 6, 7, 8
R.1.3	Comprehend simple phrases, sentences, paragraphs, and passages.	<b>SE:</b> Throughout Text
R.1.4	Use contextual clues to identify meaning of language (relationships between words, syntax, morphology, context, cognates).	<b>SE:</b> 6, 38, 46, 47, 58, 76, 86 <b>TE:</b> 9, 10, 17, 18, 60, 70, 86 <b>CD:</b> Word Web <b>AB:</b> 32, 47 <b>MT:</b> Unit 1 Chapter 1 Quiz Items 11, 12, 13, 14, 15, 16; Unit 1 Test Item 6
<b>R.2</b>	<b>Comprehend key vocabulary phrases.</b>	
R.2.1	Use one or more of the following strategies to determine meaning of key vocabulary: contextual clues and illustrations, background or prior knowledge,	<b>SE:</b> 47, 58, 76, 86, 93, 216, 330 <b>TE:</b> 3, 17, 18, 60, 70, 86, 176, 330 <b>CD:</b> Word Web

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	morphology, syntax, phonics, knowledge of word relationships; knowledge of synonyms, antonyms, homophones, homographs, cognates, and false cognates.	<b>AB:</b> 32, 37 <b>MT:</b> Unit 1 Chapter 2 Quiz Items 1, 2, 3, 4, 5, 6, 7
R.2.2	Identify meaning of key word or phrase in a passage that provides context.	<b>SE:</b> 6, 38, 76, 102, 142, 172, 216 <b>TE:</b> 20, 48, 86, 112, 172, 216, 250 <b>CD:</b> Word Web <b>AB:</b> 32, 37 <b>MT:</b> Unit 1 Chapter 1 Quiz Items 11, 12, 13, 14, 15, 16; Unit 1 Test Item 6
R.2.3	Know that words can have multiple meanings, both denotative and connotative.	<b>SE:</b> 55, 93, 195, 200 <b>TE:</b> 76, 84, 85, 93, 116, 185, 326 <b>AB:</b> 48, 52, 60 <b>MT:</b> Unit 2 Test Items 9, 50; Unit 3 Chapter 2 Quiz Items 18, 20; Unit 3 Test Item 9; Mid Year Exam Item 4; Final Exam Item 1
<b>R.3</b>	<b>Comprehend written instructions.</b>	
R.3.1	Follow one-step directions.	<b>SE:</b> (Practice Vocabulary) 6, 38, 76, 142, 216, 250, 290 <b>TE:</b> (Practice Vocabulary) 6, 38, 76, 142, 216, 250, 290 <b>CD:</b> Chronological Order, Narrative Brainstorming, Narrative Draft, Persuasive –Writing and Debate, Story Map
R.3.2	Follow two-step directions.	<b>SE:</b> (Assessment Practice) 61, 127, 201, 275, 343, 417 <b>TE:</b> (Assessment Practice) 61, 127, 201, 275, 343, 417 <b>CD:</b> How-to (Step-by-Step) Instructions, Interview, Sunshine Organizer:
R.3.3	Follow multiple-step directions.	<b>SE:</b> 32-33, 58-59, 64-66, 96-97, 124-125, 130-132, 166-167 <b>TE:</b> 32-33, 58-59, 64-66, 96-97, 124-125, 130-132, 166-167

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		<b>CD:</b> Cluster Map, Invitation, Note-Taking, Paragraph, Persuasive Essay, Problem/Resolution Chart
R.3.4	Use knowledge of sentence structure.	<b>SE:</b> 165, 196, 197, 243, 321 <b>TE:</b> 149, 165, 176, 177, 178, 203, 211 <b>AB:</b> 9, 13, 19, 26, 31, 37, 43
<b>R.4</b>	<b>Determine main idea/purpose.</b>	
R.4.1	Identify main idea/theme/problem/plot of a passage.	<b>SE:</b> 8, 53, 77, 78, 144, 153 <b>TE:</b> 8, 70, 74, 77, 78, 134, 153 <b>CD:</b> Cluster Map, Spider-Map, T-Chart, Three-Column Chart, Word Web <b>AB:</b> 24, 25, 27, 90, 102, 108 <b>MT:</b> Unit 1 Chapter 2 Quiz Items 19, 21; Unit 2 Test Item 10; Unit 3 Chapter 1 Quiz Items 28, 29, 40; Final Exam Item 30
R.4.2	Identify the main purpose of a passage.	<b>SE:</b> 22, 49, 104, 113, 193, 233, 252 <b>TE:</b> 78, 87, 92, 113, 119, 135, 136 <b>AB:</b> 36, 115 <b>MT:</b> Unit 4 Chapter 1 Quiz Item 47; Unit 4 Exam Item 38
R.4.3	Identify main character(s) (including difference between first-and third-person use) and setting of a story.	<b>SE:</b> 5, 19, 141, 217, 359 <b>TE:</b> 7, 19, 214 <b>CD:</b> Three-Column Chart <b>MT:</b> Unit 1 Chapter 1 Quiz Item 23, 27; Unit 1 Test Item 12; Unit 6 Chapter 1 Quiz Item 24
R.4.4	Use knowledge of sentence structure to comprehend text.	<b>SE:</b> 321 <b>TE:</b> 149, 176, 177, 178, 203, 211 <b>AB:</b> 9, 13, 19, 26, 31, 37, 43

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<b>R.5</b>	<b>Identify important supporting details.</b>	
R.5.1	Identify important supporting ideas, themes, and conflicts (related to plot, characters, setting, topic).	<b>SE:</b> 5, 8, 23, 49, 78, 193, 229 <b>TE:</b> 8, 32, 73, 78, 91, 150, 210 <b>CD:</b> Cluster Map, Spider Map, Three-Column Chart, Word Web <b>AB:</b> 35
R.5.2	Locate information using various graphic sources (diagrams, charts, tables, simple illustrations).	<b>SE:</b> 39, 41, 42, 45, 47, 153, 238 <b>TE:</b> 39, 40, 42, 45, 163 <b>CD:</b> Problem/Resolution Chart, Sense Chart, T-Chart, Three-Column Chart, Two-Column Chart, Venn Diagram <b>MT:</b> Unit 1 Chapter 2 Quiz Items 30, 47; Mid Year Exam Item 22
R.5.3	Use knowledge of sentence structure to comprehend text.	<b>SE:</b> 321 <b>TE:</b> 149, 176, 177, 178, 203, 211 <b>AB:</b> 9, 13, 19, 26, 31, 37, 43
<b>R.6</b>	<b>Draw inferences, predictions, conclusions.</b>	
R.6.1	Draw inferences, conclusions, predictions, generalizations (related to plot, character, setting, topic).	<b>SE:</b> 13, 17, 23, 45, 83, 107, 109 <b>TE:</b> 11, 13, 15, 16, 77, 81, 105 <b>CD:</b> T-Chart <b>AB:</b> 42, 68, 78, 115 <b>MT:</b> Unit 2 Chapter 2 Quiz Item 21; Unit 2 Test Item 35; Mid Year Exam Item 29
R.6.2	Understand relationships between parts of a text (e.g., cause and effect, compare and contrast, chronological ordering).	<b>SE:</b> 27, 87, 88, 89, 119, 136, 187 <b>TE:</b> 87, 92, 119, 176, 187, 193, 258 <b>CD:</b> T-Chart, Three-Column Chart, Two-Column Chart,

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		Venn Diagram <b>AB:</b> 25, 61 <b>MT:</b> Unit 2 Chapter 1 Quiz Item 22; Unit 3 Chapter 2 Quiz Items 44, 45; Unit 3 Test Items 23, 40
R.6.3	Use knowledge of sentence structure to comprehend text.	<b>SE:</b> 321 <b>TE:</b> 149, 176, 177, 178, 203, 211 <b>AB:</b> 9, 13, 19, 26, 31, 37, 43
<b>R.7</b>	<b>Determine writer’s attitude/perspective.</b>	
R.7.1	Distinguish between fact and opinion.	<b>SE:</b> 251, 252, 253, 254, 255, 257, 260, 261 <b>TE:</b> 14, 156, 210, 233, 235, 251 <b>CD:</b> T-Chart, Two-Column Chart <b>AB:</b> 72, 77, 108, 115, 123, 124 <b>MT:</b> Unit 4 Chapter 2 Quiz Items 21, 22, 50; Final Exam Item 6
R.7.2	Identify author’s opinion, perspective, point of view, purpose, motivation, stance, or position.	<b>SE:</b> 8, 49, 78, 144, 155, 173, 186 <b>TE:</b> 78, 85, 173, 175, 176, 179, 186 <b>AB:</b> 17, 77, 115, 124 <b>MT:</b> Unit 3 Chapter 2 Quiz Item 39, 43; Unit 3 Test Items 22, 39; Final Exam Items 27, 41
R.7.3	Analyze character (including traits, roles, motivations, conflicts, points of view, relationships, and changes).	<b>SE:</b> 115, 147, 149, 151, 153, 219, 227 <b>TE:</b> 115, 147, 149, 151, 153, 219, 227 <b>CD:</b> Three-Column Chart <b>AB:</b> 8, 68, 102, 115 <b>MT:</b> Unit 6 Chapter 1 Quiz Item 24
R.7.4	Use knowledge of sentence structure to comprehend text.	<b>SE:</b> 321

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		<b>TE:</b> 149, 176, 177, 178, 203, 211 <b>AB:</b> 9, 13, 19, 26, 31, 37, 43
<b>R.8</b>	<b>Analyze style/form.</b>	
R.8.1	Identify analogies, metaphors, symbols, patterns in text such as rhyming and repetition, and other rhetorical devices.	<b>SE:</b> 231, 237 <b>TE:</b> 150, 231, 246
R.8.2	Use knowledge of sentence structure to comprehend text.	<b>SE:</b> 321 <b>TE:</b> 149, 176, 177, 178, 203, 211 <b>AB:</b> 9, 13, 19, 26, 31, 37, 43
<b>Writing Accomplishments Grades 3-12</b>		
<b>W.1</b>	<b>Planning and Organizing</b>	
W.1.1	Use graphic organizers or outlines to plan appropriate report titles.	<b>SE:</b> 346 <b>TE:</b> 346 <b>CD:</b> Narrative Brainstorming, Narrative Draft, T-Chart, Three-Column Chart <b>AB:</b> Research Paper Checklist
W.1.2	Use graphic organizers or outlines as a basis to determine appropriateness of including new ideas.	<b>SE:</b> 125, 341 <b>TE:</b> 199 <b>CD:</b> Decision Tree, Flowchart, KWL Chart, Note-Taking, Persuasive-Writing and Debate, Problem Resolution Chart, Story Map <b>AB:</b> Research Paper Checklist
W.1.3	Based on graphic organizers or outlines, choose appropriate topic sentences for paragraphs, given their topic and placement in the graphic organizer.	<b>TE:</b> 198, 341 <b>CD:</b> T-Chart, Three-Column Chart, Three-Paragraph Composition, Two-Column Chart

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		<b>AB:</b> Research Paper Checklist
W.1.4	Based on graphic organizers or outlines, organize new information by deciding on appropriate sections for it.	<b>SE:</b> 64, 140, 204, 346, 420 <b>TE:</b> 166, 199, 272, 384 <b>CD:</b> Chronological Order, Friendly Letter, How-to(Step-by-Step) Instructions, Narrative Brainstorming, Narrative Draft, Outline, Paragraph, Persuasive Essays, Persuasive Essays, Story Map <b>AB:</b> Research Paper Checklist
<b>W.2</b>	<b>Writing a draft text</b>	
W.2.1	Write in a variety of forms, including persuasive forms, such as logical argument and expression of opinion; personal forms such as autobiographical narrative; literary forms such as stories; and descriptive forms, such as reports and expositions.	<b>SE:</b> 32-33, 58-59, 64-66, 96-97, 124-125, 130-132, 166-167 <b>TE:</b> 198-200, 244-245, 272-273, 278-280, 314-315, 340-341, 346-348 <b>CD:</b> Writing Purposes Checklist, Rubric for Writing Assessment <b>AB:</b> Writing Prompt: 10, 27, 32, 45, 50, 70, 74, Writing Purposes Checklist, Rubric for Writing Assessment <b>MT:</b> Unit 1 Chapter 1 Essay; Unit 1 Chapter 2 Essay; Unit 2 Chapter 1 Essay; Unit 2 Chapter 2 Essay; Unit 3 Chapter 1 Essay; Unit 3 Chapter 2 Essay; Unit 4 Chapter 1 Essay
W.2.2	Select and use voice and style appropriate to audience and purpose.	<b>SE:</b> 387 <b>TE:</b> 66, 111, 124, 281, 347, 420 <b>CD:</b> Writing Purposes Checklist, Rubric for Writing Assessment <b>AB:</b> Writing Purposes Checklist, Rubric for Writing Assessment
W.2.3	Construct correct sentences, including a variety of	<b>SE:</b> 124-125, 130-132, 166-167, 198-200, 244-245, 272-273,

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	sentence types and styles.	<p>278-280</p> <p><b>TE:</b> 166-167, 198-200, 244-245, 272-273, 278-280, 314-315, 340-341</p> <p><b>CD:</b> Writing Purposes Checklist, Rubric for Writing Assessment</p> <p><b>AB:</b> Writing Prompt: 27, 32, 45, 50, 70, 74, 87, Writing Purposes Checklist, Rubric for Writing Assessment</p> <p><b>MT:</b> Unit 1 Chapter 1 Essay; Unit 1 Chapter 2 Essay; Unit 2 Chapter 1 Essay; Unit 2 Chapter 2 Essay; Unit 3 Chapter 1 Essay; Unit 3 Chapter 2 Essay; Unit 4 Chapter 1 Essay</p>
W.2.4	Develop a central idea and support it with relevant details.	<p><b>SE:</b> 64-66, 96-97, 124-125, 131-132, 166-167, 204-205, 272-273</p> <p><b>TE:</b> 64-66, 96-97, 124-125, 131-132, 166-167, 204-205, 272-273</p> <p><b>CD:</b> Writing Purposes Checklist, Rubric for Writing Assessment</p> <p><b>AB:</b> Writing Prompt: 27, 32, 45, 50, 74, 92, Research Paper Checklist, Rubric for Writing Assessment</p> <p><b>MT:</b> Unit 2 Chapter 1 Essay, Unit 2 Chapter 2 Essay, Unit 3 Chapter 1 Essay, Unit 3 Chapter 2 Essay, Unit 4 Chapter 2 Essay, Unit 5 Chapter 2 Essay</p>
W.2.5	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.	<p><b>SE:</b> 32, 96-97, 124-125, 131-132, 166-167, 204-205, 278-280</p> <p><b>TE:</b> 32, 96-97, 124-125, 131-132, 166-167, 204-205, 278-280</p> <p><b>CD:</b> Writing Purposes Checklist, Rubric for Writing Assessment</p> <p><b>AB:</b> Writing Prompt: 10, 32, 45, 70, 74, 92, 111, Research Paper Checklist; Rubric for Writing Assessment</p>

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		<b>MT:</b> Unit 3 Chapter 1 Essay; Unit 3 Chapter 2 Essay; Unit 4 Chapter 1 Essay; Unit 4 Chapter 2 Essay; Unit 5 Chapter 1 Essay; Unit 5 Chapter 2 Essay; Unit 6 Chapter 1 Essay
W.2.6	Narrate a sequence of events with some detail.	<b>SE:</b> 32-33, 278-280 <b>TE:</b> 32-33, 278-280 <b>CD:</b> Narrative Writing Checklist, Rubric for Writing Assessment <b>AB:</b> Writing Prompt: 10, 45, 70, Narrative Writing Checklist, Rubric for Writing Assessment <b>MT:</b> Unit 1 Chapter 1 Essay, Unit 3 Chapter 1 Essay, Unit 4 Chapter 1 Essay
W.2.7	Write stories that include coherent plot development, characterization and setting.	<b>SE:</b> 130-131, 166-167, 244-245 <b>TE:</b> 130-131, 166-167, 244-245 <b>CD:</b> Narrative Writing Checklist, Rubric for Writing Assessment <b>AB:</b> Writing Prompt: 45, Narrative Writing Checklist, Rubric for Writing Assessment <b>MT:</b> Unit 3 Chapter 1 Essay
W.2.8	Write persuasive compositions that structure ideas and arguments in a logical way.	<b>SE:</b> 204-205, 384-385 <b>TE:</b> 204-205, 384-385 <b>CD:</b> Persuasive Writing Checklist, Rubric for Writing Assessment <b>AB:</b> Writing Prompt: 87, 205, Persuasive Writing Checklist, Rubric for Writing Assessment <b>MT:</b> Unit 6 Chapter 1 Essay
W.2.9	Write expository compositions that include a thesis and some points of support.	<b>SE:</b> 32, 96-97, 124-125, 272-273, 346-348, 414-415

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		<b>TE:</b> 32, 96-97, 124-125, 272-273, 346-348, 414-415 <b>CD:</b> Writing Purposes Checklist, Rubric for Writing Assessment <b>AB:</b> Writing Prompt: 32, Research Paper Checklist, Rubric for Writing Assessment <b>MT:</b> Unit 3 Chapter 2 Essay
W.2.10	Write descriptive compositions that include a thesis and some points of support.	<b>SE:</b> 96 <b>TE:</b> 96 <b>CD:</b> Narrative Writing Checklist, Rubric for Writing Assessment <b>AB:</b> Writing Prompt 27, Narrative Writing Checklist, Rubric for Writing Assessment <b>MT:</b> Unit 2 Chapter 1 Essay
<b>W.3</b>	<b>Revising</b>	
W.3.1	Revise drafts to improve the coherence and logical progression of ideas by using appropriate transition words and phrases.	<b>SE:</b> 199, 245 <b>TE:</b> 130, 245, 259, 279, 280, 422 <b>CD:</b> Revising and Editing Checklist <b>AB:</b> Revising and Editing Checklist
W.3.2	Revise drafts to improve the coherence and logical argument of a text by adding appropriate topic or concluding sentences.	<b>SE:</b> 66, 97, 125, 341, 385, 415, 422 <b>TE:</b> 66, 97, 125, 341, 385, 415, 422 <b>CD:</b> Revising and Editing Checklist <b>AB:</b> Revising and Editing Checklist
W.3.3	Revise drafts to improve the logical argument of a text by elaborating.	<b>SE:</b> 33, 132, 199, 273, 341, 422 <b>TE:</b> 33, 132, 199, 273, 341, 422 <b>CD:</b> Revising and Editing Checklist <b>AB:</b> Revising and Editing Checklist

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W.3.4	Revise drafts for consistency including point of view, verb tense, and pronoun and other references outside of sentences.	<b>SE:</b> 33, 66, 97, 132, 273 <b>TE:</b> 33, 66, 97, 132, 273 <b>CD:</b> Revising and Editing Checklist <b>AB:</b> Revising and Editing Checklist
W.3.5	Revise drafts for appropriate word choice.	<b>SE:</b> 97, 132, 245, 273, 341, 415, 422 <b>TE:</b> 97, 132, 245, 273, 341, 415, 422 <b>CD:</b> Revising and Editing Checklist <b>AB:</b> Revising and Editing Checklist
<b>W.4</b>	<b>Editing</b>	
W.4.1	Correctly use parts of speech, including making them agree (e.g., regular and irregular plurals, adjectives, prepositions and prepositional phrases, pronouns, adverbs, and noun phrases).	<b>SE:</b> 59, 125, 132, 273, 280 <b>TE:</b> 59, 125, 132, 273, 280 <b>CD:</b> Revising and Editing Checklist <b>AB:</b> Revising and Editing Checklist
W.4.2	Correctly use verb tenses and forms (e.g., present, past, perfect forms, conditional hypothetical, subjunctive).	<b>SE:</b> 33, 66, 97, 132, 315, 422 <b>TE:</b> 33, 66, 97, 132, 315, 422 <b>CD:</b> Revising and Editing Checklist <b>AB:</b> Revising and Editing Checklist
W.4.3	Use other basic syntactical structures (e.g., subject-verb agreement, comparatives, interrogatives, relative clauses).	<b>SE:</b> 33, 66, 280, 315, 385, 422 <b>TE:</b> 33, 66, 280, 315, 385, 422 <b>CD:</b> Revising and Editing Checklist <b>AB:</b> Revising and Editing Checklist
<b>Speaking Accomplishments Grades 3-12</b>		
S.1	Establish a verbal connection with an interlocutor in order to talk about something.	<b>SE:</b> 19, 27, 47, 53, 85, 91, 111 <b>TE:</b> 119, 153, 161, 187, 193, 231, 239

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S.2	Provide basic information on a relevant topic in a conversation.	<b>SE:</b> 261, 267, 303, 309, 329, 335, 371 <b>TE:</b> 309, 329, 335, 371, 379, 401, 409
S.3	Provide detailed information on a relevant topic in a conversation.	<b>SE:</b> 47, 53, 85, 91, 111, 119, 153 <b>TE:</b> 267, 303, 309, 329, 335, 371, 379
S.4	Argue in favor of or against a particular relevant topic.	<b>SE:</b> 336, 418-419 <b>TE:</b> 336, 418-419