

STAAR STANDARDS

English I..... 2

English II..... 7

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STAAR
STANDARDS
— ENGLISH I —

Reading/Comprehension Skills	
Figure 19 Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.	
Tools to Know	Ways to Show
E1 Fig.19(A) reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images)	E1 Fig.19(B) make complex inferences about text and use textual evidence to support understanding

Knowledge and Skills (Assessed Genres)	
E1.5 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	
E1.3 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	
E1.4 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	
E1.6 Reading/Comprehension of Literary Text/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.	
E1.8 Reading/Comprehension of Informational Text/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.	
E1.10 Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	

Knowledge and Skills (Embedded or Assessed Across Genres)	
E1.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.	
E1.2 Reading/Comprehension of Literary Text/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.	
E1.9 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	
E1.7 Reading/Comprehension of Literary Text/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.	
E1.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.	
E1.11 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.	

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19
1 Understanding and Analysis Across Genres	6 MC (1 pt. each) & 2 Short Answer ^{SA} (9 pts. each)	Across Genres	E1.1(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words E1.1(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology	E1.1(A) determine the meaning of grade-level 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 E1.1(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo) E1.2(A) analyze how the genre of texts with similar themes shapes meaning E1.9(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence	Fig.19(B)

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19
2 Understanding and Analysis of Literary Texts	11	Fiction	E1.5(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils	E1.5(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development E1.5(C) analyze the way in which a work of fiction is shaped by the narrator's point of view	E1.5 Fig.19(B)
		Poetry		E1.3(A) analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry	E1.3 Fig.19(B)
		Drama		E1.4(A) explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text	E1.4 Fig.19(B)
		Literary Nonfiction		E1.6(A) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event	E1.6 Fig.19(B)
		Standards Assessed Across/Embedded Literary Genres			
		Across Literary Text		E1.2(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature E1.2(C) relate the figurative language of a literary work to its historical and cultural setting E1.7(A) explain the role of irony, sarcasm, and paradox in literary works E1.12(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts E1.12(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes	E1.2 Fig.19(B) E1.7 Fig.19(B) E1.12 Fig.19(B)
3 Understanding and Analysis of Informational Texts	11	Expository	E1.8(A) explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose	E1.9(B) differentiate between opinions that are substantiated and unsubstantiated in the text	E1.9 Fig.19(B)
			E1.9(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion		
			E1.9(C) make subtle inferences and draw complex conclusions about the ideas		
		Persuasive		E1.10(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience E1.10(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions	E1.10 Fig.19(B)
Standards Assessed Across/Embedded Informational Genres					
		Across Informational Text		E1.11(A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications) E1.11(B) analyze factual, quantitative, or technical data presented in multiple graphical sources E1.12(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts E1.12(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes	E1.11 Fig.19(B) E1.12 Fig.19(B)

Writing Process

E1.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

E1.13(A)	E1.13(B)	E1.13(C)	E1.13(D)	E1.13(E)
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	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 the rhetorical devices used to convey meaning	revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	edit drafts for grammar, mechanics, and spelling	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences

Knowledge and Skills Statements

E1.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

E1.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

E1.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.

E1.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.

E1.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

E1.19 Oral and Written Conventions/Spelling. Students spell correctly.

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
4 Composition	1 Comp [Expository] (24 points)	E1.15(A) write an [analytical] essay of sufficient length that includes <ul style="list-style-type: none"> (i) effective introductory and concluding paragraphs and a variety of sentence structures (ii) rhetorical devices, and transitions between paragraphs (iii) a controlling idea or thesis (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant information and valid inferences 	

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
5 Revision	11 ^{R/E}	E1.13(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	<p>E1.15(A) write an [analytical] essay of sufficient length that includes</p> <ul style="list-style-type: none"> (i) effective introductory and concluding paragraphs and a variety of sentence structures (ii) rhetorical devices, and transitions between paragraphs (iii) a controlling idea or thesis (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant information and valid inferences <p>E1.16 write an argumentative essay to the appropriate audience that includes:</p> <ul style="list-style-type: none"> (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence (C) counter-arguments based on evidence to anticipate and address objections (D) an organizing structure appropriate to the purpose, audience, and context (E) an analysis of the relative value of specific data, facts, and ideas
6 Editing	11 ^{R/E}	<p>E1.13(D) edit drafts for grammar, mechanics, and spelling</p> <p>E1.17(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]</p> <p>E1.17(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)</p> <p>E1.18(A) use conventions of capitalization</p> <p>E1.18(B) use correct punctuation marks</p> <p>E1.19(A) spell correctly, including using various resources to determine and check correct spellings</p>	<p>E1.17(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]:</p> <ul style="list-style-type: none"> (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles) (ii) restrictive and nonrestrictive relative clauses (iii) reciprocal pronouns (e.g., each other, one another) <p>E1.18(B) use correct punctuation marks including</p> <ul style="list-style-type: none"> (i) quotation marks to indicate sarcasm or irony (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions
STAAR	<p>92</p> <p>28 MC (Rdg)</p> <p>18 Short Answer</p> <p>22 MC (Wtg)</p> <p>24 Composition</p>	<p>30-35 Multiple Choice Items from Readiness Standards</p> <p>(The 2 Short Answer Questions and the 1 Writing Composition – Expository – are always designated as Readiness Standards)</p>	<p>15-20 Multiple Choice Items from Supporting Standards</p>

^{SA} 1 Short answer question will be based on a single selection and 1 will be based on a paired selection

^{R/E} There are 2 selections in Revision and 2 selections in Editing. The types of Writing selections used in the 2 categories are: Literary Nonfiction | Expository | Persuasive



STAAR
STANDARDS
— ENGLISH II —

Reading/Comprehension Skills	
Figure 19	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.
Tools to Know	Ways to Show
E2 Fig.19(A) reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images)	E2 Fig.19(B) make complex inferences about text and use textual evidence to support understanding

Knowledge and Skills (Assessed Genres)	
E2.5	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
E2.3	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
E2.4	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.
E2.6	Reading/Comprehension of Literary Text/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.
E2.8	Reading/Comprehension of Informational Text/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.
E2.10	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.

Knowledge and Skills (Embedded or Assessed Across Genres)	
E2.1	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.
E2.2	Reading/Comprehension of Literary Text/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.
E2.9	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
E2.7	Reading/Comprehension of Literary Text/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.
E2.12	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.
E2.11	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19
1 Understanding and Analysis Across Genres	6 MC (1 pt. each) & 2 Short Answer ^{SA} (9 pts. each)	Across Genres	E2.1(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words	E2.1(A) determine the meaning of grade-level 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	Fig.19(B)
			E2.1(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology	E2.1(C) infer word meaning through the identification and analysis of analogies and other word relationships E2.1(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., glasnost, avant-garde, coup d’état) E2.2(A) compare and contrast differences in similar themes expressed in different time periods E2.9(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence	

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19		
2 Understanding and Analysis of Literary Texts	11	Fiction	E2.5(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction	E2.5(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures E2.5(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction	E2.5 Fig.19(B)		
		Poetry		E2.3(A) analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry	E2.3 Fig.19(B)		
		Drama		E2.4(A) analyze how archetypes and motifs in drama affect the plot of plays	E2.4 Fig.19(B)		
		Literary Nonfiction		E2.6(A) evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction	E2.6 Fig.19(B)		
		Across Literary Text	Standards Assessed Across/Embedded Literary Genres			E2.2(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature E2.2(C) relate the figurative language of a literary work to its historical and cultural setting E2.7(A) explain the function of symbolism, allegory, and allusions in literary works E2.12(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts E2.12(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes	E2.2 Fig.19(B) E2.7 Fig.19(B) E2.12 Fig.19(B)
3 Understanding and Analysis of Informational Texts	11	Expository	E2.8(A) analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details E2.9(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique E2.9(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns	E2.9(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts	E2.9 Fig.19(B)		
		Persuasive		E2.10(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments	E2.10 Fig.19(B)		
		Across Informational Text	Standards Assessed Across/Embedded Informational Genres			E2.11(A) evaluate text for the clarity of its graphics and its visual appeal E2.11(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics) E2.12(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts E2.12(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes	E2.11 Fig.19(B) E2.12 Fig.19(B)

Writing Process

E2.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

E2.13(A)	E2.13(B)	E2.13(C)	E2.13(D)	E2.13(E)
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	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 the rhetorical devices used to convey meaning	revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	edit drafts for grammar, mechanics, and spelling	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences

Knowledge and Skills Statements

E2.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

E2.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

E2.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.

E2.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.

E2.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

E2.19 Oral and Written Conventions/Spelling. Students spell correctly.

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
4 Composition	1 Comp [Persuasive] (24 points)	<p>E2.16 write an argumentative essay to the appropriate audience that includes</p> <ul style="list-style-type: none"> (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence (D) an organizing structure appropriate to the purpose, audience, and context (E) an analysis of the relative value of specific data, facts, and ideas 	

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
5 Revision	11 ^{R/E}	E2.13(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	E2.15(A) write an [analytical] essay of sufficient length that includes <ul style="list-style-type: none"> (i) effective introductory and concluding paragraphs and a variety of sentence structures (ii) rhetorical devices, and transitions between paragraphs (iii) a thesis or controlling idea (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant evidence and well-chosen details (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement E2.16 write an argumentative essay to the appropriate audience that includes <ul style="list-style-type: none"> (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence (C) counter-arguments based on evidence to anticipate and address objections (D) an organizing structure appropriate to the purpose, audience, and context (E) an analysis of the relative value of specific data, facts, and ideas (F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)
		E2.13(D) edit drafts for grammar, mechanics, and spelling E2.17(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking] E2.17(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) E2.18(A) use conventions of capitalization E2.18(B) use correct punctuation marks E2.19(A) spell correctly, including using various resources to determine and check correct spellings	E2.17(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]: <ul style="list-style-type: none"> (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles) (ii) restrictive and nonrestrictive relative clauses (iii) reciprocal pronouns (e.g., each other, one another) E2.18(B) use correct punctuation marks including <ul style="list-style-type: none"> (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions (ii) quotation marks to indicate sarcasm or irony
STAAR Total Points	92 28 MC (Rdg) 18 Short Answer 22 MC (Wtg) 24 Composition	30-35 Multiple Choice Items from Readiness Standards (The 2 Short Answer Questions and the 1 Writing Composition – Persuasive – are always designated as Readiness Standards)	15-20 Multiple Choice Items from Supporting Standards

^{SA} 1 Short answer question will be based on a single selection and 1 will be based on a paired selection

^{R/E} There are 2 selections in Revision and 2 selections in Editing. The types of Writing selections used in the 2 categories are: Literary Nonfiction | Expository | Persuasive



STAAR
STANDARDS
— ENGLISH III —

Introduction: The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are cumulative - students will continue to address earlier standards as needed while they attend to standards for their grade. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

Figure 19 Fig.19(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding

TEKS	Genre	Literary Texts Knowledge and Skills Statement
E3.5	Fiction	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
E3.3	Poetry	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.
E3.4	Drama	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.
E3.6	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. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.
E3.12	Media Literacy (embedded)	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

TEKS	Genre	Informational Texts Knowledge and Skills Statement
E3.9	Expository	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
E3.10	Persuasive	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.
E3.11	Procedural (embedded)	Students understand how to glean and use information in procedural texts and documents.
E3.12	Media Literacy (embedded)	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19
1 Understanding and Analysis Across Genres	6 MC (1 pt. each) & 2 Short Answer ^{SA} (9 pts. each)	Across Genres	<p>E3.1(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings</p> <p>E3.1(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed</p>	<p>E3.1(A) determine the meaning of grade-level 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</p> <p>E3.1(C) infer word meaning through the identification and analysis of analogies and other word relationships</p> <p>E3.1(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words</p> <p>E3.9(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence</p>	Fig.19(B)

Figure 19 Fig.19(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19
2 Understanding and Analysis of Literary Texts	11	Fiction	E3.5(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction E3.5(B) analyze the internal and external development of characters through a range of literary devices	E3.5(C) analyze the impact of narration when the narrator's point of view shifts from one character to another	E3.5 Fig.19(B)
		Poetry		E3.3(A) analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry	E3.3 Fig.19(B)
		Drama		E3.4(A) analyze the themes and characteristics in different periods of modern American drama	E3.4 Fig.19(B)
		Literary Nonfiction		E3.6(A) analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning	E3.6 Fig.19(B)
		Standards Assessed Across/Embedded Literary Genres			
		E3.2(A)	analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition	E3.2(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films E3.2(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting E3.7(A) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works E3.12(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts E3.12(D) evaluate changes in formality and tone across various media for different audiences and purposes	E3.2 Fig.19(B) E3.7 Fig.19(B) E3.12 Fig.19(B)
3 Understanding and Analysis of Informational Texts	11	Expository	E3.9(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 E3.9(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns	E3.9(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported	E3.9 Fig.19(B)
		Persuasive		E3.10(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts	E3.10 Fig.19(B)
		Standards Assessed Across/Embedded Informational Genres			
		E3.8(A)	analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance	E3.11(A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts) E3.11(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams E3.12(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts E3.12(D) evaluate changes in formality and tone across various media for different audiences and purposes	E3.11 Fig.19(B) E3.12 Fig.19(B)

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
4 Composition	1 Comp [Persuasive] (24 points)	E3.13(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	
		E3.13(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	
5 Revision	11 ^{R/E}	E3.13(D) edit drafts for grammar, mechanics, and spelling	E3.15(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 multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources E3.16 write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes (A) 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 (C) an organizing structure appropriate to the purpose, audience, and context (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)
		E3.15(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 multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources E3.15(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 (i) anticipates and responds to readers' questions or contradictory information	
6 Editing	11 ^{R/E}	E3.13(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	E3.17(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases)
STAAR Total Points	92 28 MC (Rdg) 18 Short Answer 22 MC (Wtg) 24 Composition	30-35 Multiple Choice Items from Readiness Standards (The 2 Short Answer Questions and the 1 Writing Composition – Persuasive – are always designated as Readiness Standards)	15-20 Multiple Choice Items from Supporting Standards

^{SA} 1 Short answer question will be based on a single selection and 1 will be based on a paired selection

^{R/E} There are 2 selections in Revision and 2 selections in Editing. The types of Writing selections used in the 2 categories are: Literary Nonfiction | Expository | Persuasive