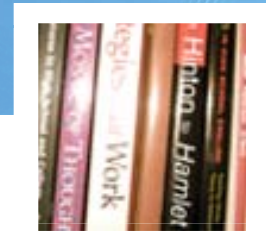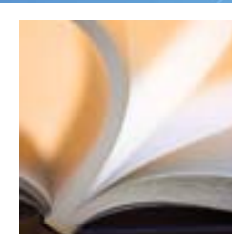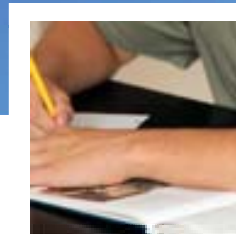# lead4ward

English Language Arts
English II

STAAR Field Guide

STAAR

The State of Texas of Assessment of Academic Readiness (STAAR) is based on the Texas Essential Knowledge and Skills (TEKS). Most of the state standards, if they are eligible for assessment in a multiple choice/short answer format, will be assessed on STAAR.

STAAR is designed as a vertical system. Just as the TEKS are structured in a vertically aligned manner, so is STAAR. Learning from one grade level is aligned with learning at the next grade level. Some skills are developed over the course of a student's educational career from kindergarten through high school, while other skills and learning may begin at a particular grade level and serve as the foundation for later learning. STAAR is an assessment of academic readiness. In other words, we can sum up the variation between the current assessment program (TAKS) and STAAR by reframing the questions we are asking.

TAKS: TAKS was designed to help teachers answer this question:
- Did students learn what they were supposed to learn in the current year's grade?

STAAR: STAAR is designed to ensure that teachers answer these questions:
- Did students learn what they were supposed to learn in the current year's grade?
- Are students ready for the next grade?
- And are they also ready for the grade after that?

So what's the big deal about that shift? Fundamentally, it requires that teachers relook at curriculum and instruction in a very different way than they have under previous assessment systems (TABS, TEAMS, TAAS, TAKS). Not only are teachers required to have a deep understanding of the content of the grade level they are teaching, but they must also be firmly grounded in how the content of that current grade level prepares students for subsequent grade levels. Overemphasis on grade level attainment ONLY may create a context where teachers in subsequent grade levels have to reteach foundational skills to accommodate for the gap created by the lack of appropriate emphasis earlier. It may require students "unlearn" previous ways of conceptualizing content and essentially start all over.

STAAR: focus, clarity, depth

[The TEKS] are designed to prepare students to succeed in college, in careers and to compete globally. However, consistent with a growing national consensus regarding the need to provide a more clearly articulated K–16 education program that focuses on fewer skills and addresses those skills in a deeper manner (TEA).

STAAR is designed around three concepts: focus, clarity, and depth:

Focus: STAAR will focus on grade level standards that are critical for that grade level and the ones to follow.

Clarity: STAAR will assess the eligible TEKS at a level of specificity that allow students to demonstrate mastery.

Depth: STAAR will assess the eligible TEKS at a higher cognitive level and in novel contexts.

STAAR: the assessed curriculum – readiness, supporting, and process standards

A key concept that underpins the design of STAAR is that all standards (TEKS) do not play the same role in student learning. Simply stated, some standards (TEKS) have greater priority than others – they are so vital to the current grade level or content area that they must be learned to a level of mastery to ensure readiness (success) in the next grade levels. Other standards are important in helping to support learning, to maintain a previously learned standard, or to prepare students for a more complex standard taught at a later grade.

By assessing the TEKS that are most critical to the content area in a more rigorous ways, STAAR will better measure the academic performance of students as they progress from elementary to middle to high school. Based on educator committee recommendations, for each grade level or course, TEA has identified a set of readiness standards - the TEKS which help students develop deep and enduring understanding of the concepts in each content area. The remaining knowledge and skills are considered supporting standards and will be assessed less frequently, but still play a very important role in learning.

Readiness standards have the following characteristics:

- They are essential for success in the current grade or course.
- They are important for preparedness for the next grade or course.
- They support college and career readiness.
- They necessitate in-depth instruction.
- They address broad and deep ideas.

Supporting standards have the following characteristics:

- Although introduced in the current grade or course, they may be emphasized in a subsequent year.
- Although reinforced in the current grade or course, they may be emphasized in a previous year.
- They play a role in preparing students for the next grade or course but not a central role.
- They address more narrowly defined ideas.

STAAR assesses the eligible TEKS at the level at which the TEKS were written.

STAAR is a more rigorous assessment than TAKS (and TAAS, TEAMS, TABS before that). The level of rigor is connected with the cognitive level identified in the TEKS themselves. Simply stated, STAAR will measure the eligible TEKS at the level at which they are written.

The rigor of items will be increased by
- assessing content and skills at a greater depth and higher level of cognitive complexity
- assessing more than one student expectation in a test item

The rigor of the tests will be increased by
- assessing fewer, yet more focused student expectations and assessing them multiple times and in more complex ways
- including a greater number of rigorous items on the test, thereby increasing the overall test difficulty

The STAAR Field Guide for Teachers is designed as a tool to help teachers prepare for instruction. The tools and resources in this guide are designed to supplement local curriculum documents by helping teachers understand how the design and components of STAAR are connected to the scope and sequence of instruction. In order to help students attain even higher levels of learning as assessed on STAAR, teachers need to plan for increasing levels of rigor. This guide contains the following components:
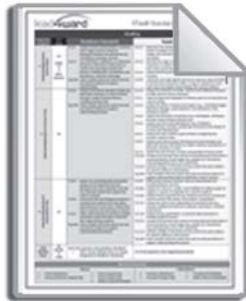
STAAR Grade Level Snapshot – one page overview of the standards assessed on STAAR, how those standards are classified (readiness, supporting, or process), the reporting categories around which those standards are clustered, and the number of items that will be on the test from each reporting category and from each type of standard.

STAAR Readiness Standards: A Vertical Look – a vertical look at the readiness standards in grade bands to show the progression of the assessment between grade levels

STAAR Readiness and Supporting Standards Analysis Sheets– overviews of the nature of each readiness and supporting standard assessed on STAAR, designed to be used in planning to build teacher content knowledge and ensure that current grade level instruction reinforces previous learning and prepares students for future grade levels.

STAAR-Curriculum Planning Worksheet – a tool to organize the pages in this guide to be used in planning and professional development

Steps to Success

1. Download the TEA Documents to add to your STAAR Teacher Field Guide
   - STAAR Blueprint
   - Assessed Curriculum Documents
   - STAAR Test Design
   - STAAR Reference Materials

2. Review the STAAR Snapshot for your course/grade level and content area
   - Note the readiness standards
   - With your team, explore why those TEKS are classified as readiness standards – which criteria do they meet
   - Review the supporting standards and note any that may have played a larger role on TAKS

3. Review the STAAR Readiness Standards: A Vertical Look
   - Discuss how the readiness standards connect between grade levels
   - Explore the specific differences between the aligned readiness standards at each grade level

4. Review the components of the STAAR Readiness and Supporting Standards Analysis Sheets
   - Use the samples on pages 6 and 7 to explore the analysis sheets
   - Add additional information based on the discussion on the team

5. Create STAAR-Curriculum Planning Packets for each unit or grading period
   - Collect either the Scope and Sequence document (if it includes the TEKS standards for each unit of instruction) OR Unit Plan documents (where the TEKS standards are bundled together into units of instruction)
   - The STAAR Field Guide is arranged by standard type (readiness or supporting) in numeric order of the standards. You may need to photocopy certain pages/standards if they are repeated throughout multiple units.
   - Use the scope and sequence or unit plan documents to identify the TEKS taught in each unit/grading period
   - Compile the STAAR Readiness and Supporting Standards Analysis Sheets that correspond to the TEKS each unit/grading period
   - After the pages/standards are sorted into their appropriate unit, create a method of organizing the documents (binder, folder, file, etc).

6. Plan for instruction
   - Collect the curriculum documents used for planning
   - Use the STAAR- Curriculum Planning Worksheet as you plan each unit. The worksheet provides guiding questions and reflection opportunities to aide you in maximizing the material in the STAAR Field Guide.
   - Determine where the team needs additional learning
   - Evaluate instructional materials
   - Review the plan for appropriate levels of rigor

How to read
STAAR Readiness Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of "Readiness" or "Supporting"

Grade and Subject

5.3A Readiness

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to

Grade 5 Math

(A) use addition and subtraction to solve problems involving whole numbers and decimals;

Content Builder

What do the students need to know?
Content
- Addition
  - Whole numbers
  - Decimals
- Subtraction
  - Whole numbers
  - Decimals

Connections
In previous grades students added and subtracted decimals to the hundredths place using concrete objects and pictorial models. This supports the learning in grade 5 as students are using addition and subtraction to solve problems involving decimals.

To what degree will this learning impact learning two years down the road?
This learning will impact future learning as students will continue to be asked to use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals.

Academic Vocabulary
- Add
- Subtract
- Decimal

Rigor Implications

Verb
- Add
- Subtract
- Solve

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
To appropriately adhere to the standard, students should be provided the opportunity to solve a variety of problems using addition and subtraction involving both whole numbers and decimals.

Distractor Factor

Teachers should look for students who may be struggling with the addition when the whole is broken up into a decimal, or when the decimals add up to more than a whole.

Level of Difficulty

Content Builder- The basics of the content within the standard are extracted in a bulleted list. Connections to prior learning/other standards are explained. Future implications of mastery of this standard are described to assist in understanding the impact of this learning in the future.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Distractor Factor - Alerts teachers to areas where students traditionally struggle, have misconceptions, or may need reinforcement.

Academic Vocabulary- Vocabulary words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

Level of Difficulty- Standards are labeled either Challenging or Moderate. This determination is made by the campus using previous year data.

How to read
STAAR Supporting Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of "Readiness" or "Supporting"

Grade and Subject

5.1B Supporting

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to

Grade 5 Math

(B) use place value to read, write, compare, and order decimals through the thousandths place.

Supporting the Readiness Standards
What Readiness Standard(s) or concepts from the Readiness Standards does it support?
5.3A use addition and subtraction to solve problems involving whole numbers and decimals.

How does it support the Readiness Standard(s)?
This standard supports 5.3A by providing students continued practice reading, writing, comparing, and ordering decimals. This will support students as they solve addition and subtraction problems involving decimals.

May be adjusted according to local curriculum.

Academic Vocabulary

- Compare
- Order
- Decimal
- Tenths
- Hundredths
- Thousandths

Rigor Implications
Verb
- Write
- Compare
- Order

Level of Bloom's Taxonomy
- Analyzing

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
To appropriately adhere to the standard, students should be provided the opportunity to practice reading numbers aloud using place value, writing numbers that have been dictated using place value, and comparing and ordering decimals based on their the value.

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Supporting the Readiness Standards - Most supporting standards support a readiness standard in the current grade level. This section discusses the relationships of the standards that are often taught together.

Academic Vocabulary- Words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Curriculum – STAAR Planning Worksheet

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Course/Grade Level _____

Content Area _____

Grading Period/Unit _____

Readiness Standards	

Supporting Standards	

Action Steps	Guiding Questions & Notes
Read each analysis page.	What stands out? How many of the standards are a "Challenging" level of difficulty? How many of the standards are a high level of rigor (above apply on Bloom's Taxonomy)?
Content Builder (Readiness Standards only)	What other connections could you add to this section? Write them on your analysis pages! This content important for students' future learning. How will you assess retention?
Supporting the Readiness Standards (Supporting Standards only)	How can you use this information as you plan lessons? Do the supporting standards match with the readiness standards in your unit bundle? If not, arrange them according to your curriculum. Address the questions again "Which Readiness Standards does it support? How does it support the Readiness Standard(s)?"

Curriculum – STAAR Planning Worksheet

Action Steps	Guiding Questions & Notes
Vocabulary	What strategies will you use to ensure mastery of the vocabulary for each standard in this unit? What is your plan if students do not master the vocabulary?
Use the *Distractor Factor*	How can you address the information in the Distractor Factor section? From your teaching experience, is there anything you would add to this? Write it on your analysis pages!
Reflection	How have you taught this content in the past? How will you teach it differently this year? How will you utilize the readiness and supporting standards for formative and summative assessment?

STAAR Standards Snapshot
English II

Reading

Reporting Category	# of Items	Readiness Standards	Supporting Standards
1 Understanding and Analysis Across Genres	**10** (8 MC & 2 Short Answer)	**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.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 **Fig.19.B** make complex inferences about text and use textual evidence to support understanding	**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 **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
2 Understanding and Analysis of Literary Texts	**16**	**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 **Fig.19.B** make complex inferences about text and use textual evidence to support understanding (Fiction)	**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 **E2.3.A** analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry **E2.4.A** analyze how archetypes and motifs in drama affect the plot of plays **E2.5.B** analyze differences in the characters' moral dilemmas in works of fiction **E2.5.C** evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction **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 **E2.7.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 **Fig.19.B** make complex inferences about text and use textual evidence to support understanding (Literary Nonfiction, Poetry, Drama)
3 Understanding and Analysis of Informational Texts	**14**	**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 **Fig.19.B** make complex inferences about text and use textual evidence to support understanding (Expository)	**E2.9.B** distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts **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 **E2.11.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 **Fig.19.B** make complex inferences about text and use textual evidence to support understanding (Persuasive)
Total Reading Items	**40** (38 MC & 2 SA)	23-27 test questions from Readiness Standards • Short Answer (SA) questions are always designated as Readiness Standards)	11-15 test questions from Supporting Standards

Genres Assessed

Literary			Informational	
• Fiction (Readiness)	• Poetry (Supporting)		• Expository (Readiness)	• Procedural (Embedded)
• Literary Nonfiction (Supporting)	• Drama (Supporting)		• Persuasive (Supporting)	• Media Literacy (Embedded)
	• Media Literacy (Embedded)			

STAAR Standards Snapshot - English II

Writing

Reporting Category	# of Items	Readiness Standards	Supporting Standards
4 Composition	2 Comps	**E2.15.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 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, ideas that support the thesis statement **E2.16** write an argumentative essay to the appropriate audience that includes (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 **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 (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 (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) **E2.17.A** use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]: (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 (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions (ii) quotation marks to indicate sarcasm or irony
5 Revision	15	**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	
6 Editing	15	**E2.13.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 used to convey meaning **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 **E2.13.D** edit drafts for grammar, mechanics, and spelling **E2.15.A** write an [analytical] essay of sufficient length that includes (i) effective introductory and concluding paragraphs and a variety of sentence structures	**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
Total Writing Items	30 MC & 2 Comps	18-21 test questions from Readiness Standards • The 2 types of writing assessed each year – expository and persuasive – are always designated as Readiness Standards	9-12 test questions from Supporting Standards

Genres Represented in Revision and Editing Sections

Literary	Informational	
• Literary Nonfiction	• Expository	• Persuasive

Reporting Category		Grade 8 Readiness Standards	English I Readiness Standards	English II Readiness Standards	English III Readiness Standards
READING	1 — Understanding/Analysis Across Genres	**8.2.A** determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes **8.2.B** use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings **8.2.E** use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words **Fig.19.F** make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence	**EI.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 **Fig.19.B** make complex inferences about text and use textual evidence to support understanding	**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.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 **Fig.19.B** make complex inferences about text and use textual evidence to support understanding	**E3.1.B** analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings **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 **Fig.19.B** make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding
	2 — Understanding/Analysis of Literary Texts	**8.6.A** analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved **8.6.B** analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict **Fig.19.D** make complex inferences about text and use textual evidence to support understanding (Fiction) **Fig.19.E** summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (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 **Fig.19.B** make complex inferences about text and use textual evidence to support understanding (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; Readiness Standard **Fig.19.B** make complex inferences about text and use textual evidence to support understanding (Fiction)	**E3.2.A** analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition **E3.5.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 **Fig.19.B** make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding (Fiction)
	3 — Understanding/Analysis of Informational Texts	**8.10.A** summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order **8.10.C** make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns **8.10.D** synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence **Fig.19.D** make complex inferences about text and use textual evidence to support understanding (Expository) **Fig.19.E** summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (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.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 in text and their organizational patterns **Fig.19.B** make complex inferences about text and use textual evidence to support understanding (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 **Fig.19.B** make complex inferences about text and use textual evidence to support understanding (Expository)	**E3.8.A** analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance **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 **Fig.19.B** make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding. (Expository)

Reporting Category	Grade 8 Readiness Stds	English I Readiness Standards	English II Readiness Standards	English III Readiness Standards
WRITING — **4 Composition**		E1.13.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 the rhetorical devices used to convey meaning 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 E1.13.D edit drafts for grammar, mechanics, and spelling E1.14.A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot E1.15.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 controlling idea or thesis (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant information and valid inferences	E2.13.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 used to convey meaning 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 E2.13.D edit drafts for grammar, mechanics, and spelling E2.15.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 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, ideas that support the thesis statement E2.16 write an argumentative essay to the appropriate audience that includes (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	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 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; E3.15.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 (v) anticipates and responds to readers' questions or contradictory information 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)
Two Scored Writing Compositions		• Literary • Expository	• Expository • Persuasive	• Persuasive • Analytic

Reporting Category		Grade 8 Readiness Stds	English I Readiness Standards	English II Readiness Standards	English III Readiness Standards
WRITING	5 Revision		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	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	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
	6 Editing		E1.13.D edit drafts for grammar, mechanics, and spelling E1.17.A use and understand the function of the following parts of speech in the context of reading, writing, [and speaking] E1.17.C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) E1.18.A use conventions of capitalization E1.18.B use correct punctuation marks E1.19.A spell correctly, including using various resources to determine and check correct spellings	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	E3.13.D edit drafts for grammar, mechanics, and spelling E3.17.B use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) E3.18.A correctly and consistently use conventions of punctuation and capitalization E3.19.A spell correctly, including using various resources to determine and check correct spellings

	Literary	Informational	Literary	Informational	Literary	Informational
Genres Represented in Revision and Editing Sections	• Literary Nonfiction	• Expository • Persuasive	• Literary Nonfiction	• Expository • Persuasive	• Literary Nonfiction	• Expository • Persuasive

English II

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to

(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;

Content Builder

What do the students need to know?
Content
Word meanings encountered in texts are defined by the relationships among surrounding words, phrases, sentences, and paragraphs. Denotative is the literal meaning of a word and can be verified easily. Connotative is the implied meaning of a word and may be layered with emotion, imagery, and/or symbolism.

Connections
In previous grades, students used knowledge of word relationships, organizational structures, and inference to determine the meaning of words in context. This is the first time denotative and connotative meaning is addressed in the standards.

To what degree will this learning impact learning two years down the road?
This standard supports English II Readiness Standard TEKS E2.1B as students continue to use context to determine the connotative and denotative meaning of words. It supports Readiness Standard English III TEKS E3.1B as students draw conclusions about the nuance in words.

Academic Vocabulary
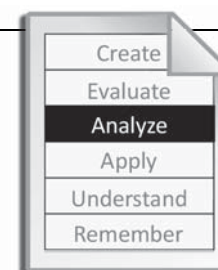
- Connotative
- Denotative

Rigor Implications

Verb
- Analyze
- Distinguish

Level of Bloom's Taxonomy
- Analyzing

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Using context to analyze literal and non-literal meanings of words requires complex comprehension strategies. It is necessary that students receive explicit, comprehensive, and systematic instruction on context analysis and are given extended opportunities to apply the learning to their academic and everyday reading. Before, during, and after reading strategies can be applied to context analysis in the same way they are applied to content analysis. Strategies include identifying the target words and phrases and generating questions about their meaning, making connections and synthesizing what is already known, drawing conclusions, and making, confirming, and revisiting predictions. These strategies are all necessary in context analysis.

Distractor Factor

Determining the denotative meaning of words to include figurative language can be intimidating and often requires multiple readings.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to

English II

(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.

Content Builder

What do the students need to know?
Content
Dictionaries, glossaries, and thesauri are resources used when reading and writing to determine and confirm word meaning, spelling, part of speech pronunciation, and etymology. Denotative is the literal meaning of a word and can be verified easily. Connotative is the implied meaning of a word and may be layered with emotion, imagery, and/or symbolism.

Connections
Beginning in fifth grade, students used resources to determine the meaning, syllabication, pronunciation, and part of speech of words. This standard builds on previous learning in English I as students continue to use resources to determine connotative and denotative meanings of words and phrases and determine a word's etymology.

To what degree will this learning impact learning two years down the road?
This standard serves as a foundation for English III Readiness Standard TEKS EIII.1E as students use general and specialized resources as needed.

Academic Vocabulary
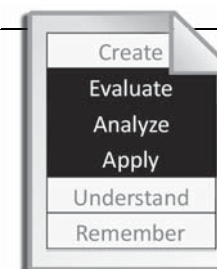
- Etymology
- Connotative
- Denotative

Rigor Implications

Verb
- Use
- Determine
- Confirm

Level of Bloom's Taxonomy
- Applying
- Analyzing
- Evaluating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Explicit instruction on how to use resources is necessary before they can become useful tools. It is essential that students know how to use guide words, abbreviations, and keys and that they engage in modeling and extended practice on how to use resources to determine and confirm literal and non-literal meanings to fit the context. Using resources to support reading and writing in authentic and relevant situations enhances their effectiveness. This standard works with Readiness Standard TEKS EII.1B as students may use resources to confirm predictions about word meanings.

Distractor Factor

Using resources alone as a way to locate and memorize information about a word does not increase vocabulary or improve comprehension. Students need to understand how to use resources during their reading and writing experiences.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(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. Students are expected to

English II

(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction

Content Builder

What do the students need to know?

Content

Isolated scenes in fiction may contribute to the success of the plot by including an element or elements of the plot and/or information that advance one or more of the following: characterization, time and sequencing, theme, purpose, conflict, tone, and point of view.

Connections

This standard builds on English I Readiness Standard E1.5B, where students analyze how authors use literary devices to develop believable characters. In order to analyze isolated scenes for their contribution to the success of the overall plot, students must rely on their knowledge of plot development and literary techniques introduced in previous years.

To what degree will this learning impact learning two years down the road?

This standard continues to serve as a foundation for English III Readiness Standard EIII.5A, where students evaluate how literary elements shape the author's portrayal of the plot and setting.
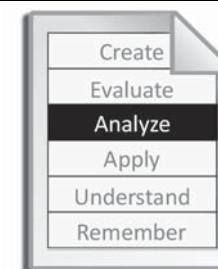
Academic Vocabulary

- Plot
- Isolated scene

Rigor Implications

Verb
- Analyze

Level of Bloom's Taxonomy
- Analyzing

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications

Understanding the writer's craft enhances appreciation and understanding of a work of fiction, which supports a student's ability to analyze an isolated scene. Creating a time line of events may also support understanding of an entire piece of writing.

Distractor Factor

In order to analyze an isolated scene for its contribution to the plot, students must first understand the plot of the entire fictional work.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(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. Students are expected to

English II

(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.

Content Builder

What do the students need to know?
Content
The controlling idea is the main point of a piece of writing and helps the reader understand the author's purpose for writing. Facts, details, and examples presented in text provide textual elements to support the controlling idea, while staying true to the intended purpose.

Connections
This standard builds on English I Readiness Standard E1.8A, as students continue to understand the controlling idea, specific purpose and distinguish the most important from the less important details by providing textual evidence to support their understanding.

To what degree will this learning impact learning two years down the road?
This standard supports English III Supporting Standard EIII.8A as students continue to explore purpose or stance by analyzing style, tone, and diction.

Academic Vocabulary

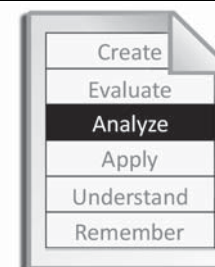- Controlling idea
- Purpose
- Textual elements

Rigor Implications

Verb
- Analyze

Level of Bloom's Taxonomy
- Analyzing

| Create |
| Evaluate |
| **Analyze** |
| Apply |
| Understand |
| Remember |

Instructional Implications
Thinking about what a fact or detail is saying, how it relates to the controlling idea and purpose, and why it is important will help students identify the textural evidence that supports their thinking about the importance of details, facts, or examples.

Distractor Factor

The ability to summarize effectively helps students prioritize information while staying true to the text.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(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. Students are expected to

(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

Content Builder

What do the students need to know?
Content
Summary is the process of organizing, categorizing, and filtering out less significant information in text, while attributing the ideas to the original sources. It is the exclusion of opinion or judgment. A critique combines a summary with a response. It includes opinions (beliefs, viewpoint, judgment) supported with credible details, facts, and examples. Unsubstantiated opinions are those that cannot be verified, proven, or confirmed.

Connections
This standard provides a foundation for future writing of more sophisticated summaries and critiques while also providing a foundation for the identification of valid or credible information in persuasive texts. It builds on English I Readiness Standard EI.9A where students distinguish between a summary and critique.

To what degree will this learning impact learning two years down the road?
This standard provides a foundation for English III Readiness Standard EIII.9A as students summarize a text that captures the author's viewpoint without taking a position or expressing an opinion.

Academic Vocabulary

- Summary
- Critique
- Nonessential
- Substantiated
- Unsubstantiated
- Opinion

Rigor Implications

Verb
- Summarize
- Distinguish
- Identify

Level of Bloom's Taxonomy
- Analyzing

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Students need extended experiences analyzing a variety of summaries that include essential information and summaries that include non-essential information. They also need extended experiences analyzing a variety of critiques that include substantiated opinions and critiques that include unsubstantiated opinions.

Distractor Factor

It is difficult for students to understand that opinions that can be verified, proven, or confirmed are still opinions.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(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. Students are expected to

English II

(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

Content Builder

What do the students need to know?
Content
Inference is a strategy that includes multiple steps and is practiced before, during, and after reading. It is the foundation of the comprehension process. Subtle inferences are made by connecting information that is not easily con-nected, clear, or concise in order to draw a conclusion. Complex conclusions usually involve multiple conclusions. Understanding organizational structure and how the structure develops information enhances the reader's ability to organize information as they connect information, draw conclusions, and make predictions.

Connections
Students made subtle inferences beginning in eighth grade. This is the first time students must defend their conclusions.

To what degree will this learning impact learning two years down the road?
This standard supports English III Readiness Standard TEKS EII.9C and EIII.9C as students continue to defend the subtle inferences they make.

Academic Vocabulary

- Subtle
- Conclusion
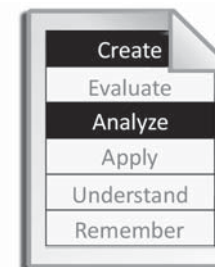- Organizational pattern
- Organizational structure

Rigor Implications

Verb
- Make
- Draw conclusions

Level of Bloom's Taxonomy
- Analyzing
- Creating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
The ability to make subtle inferences and draw complex conclusions can only be developed using more complex and difficult expository texts. Improving vocabulary and asking questions that encourage reading between the lines and making unique interpretations enhances the ability to infer. An effective strategy to defend subtle inferencing is to compare what is said in a text with what is not said in the text. Inferences are supported by asking the questions "What does it say?" "What does it mean?" and "How do I know?"

Distractor Factor

This standard is a higher level comprehension skill requiring explicit instruction, extended practice, and regular support.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

English II

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

(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 used to convey meaning

Content Builder

What do the students need to know?
Content
This standard is the second step in the writing process and involves generating a plan to focus and organize thoughts and ideas in a sustained and persuasive manner in order to write a draft. Developing a draft is what writers do to transform ideas into written text.

Connections
In TEKS EII.13A, students generate an idea, thesis, and plan to present thoughts and ideas based on genre, purpose, and topic. Students build on this planning to complete this standard.

To what degree will this learning impact learning two years down the road?
This standard supports English III Readiness Standard EIII.13B as students continue to use the writing process to compose a variety of written texts in timed and open-ended situations.

Academic Vocabulary

- Draft
- Rhetorical device

Rigor Implications

Verb
- Structure
- Develop

Level of Bloom's Taxonomy
- Applying
- Creating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Graphic organizers such as outlines, notes, and lists support students as they organize their ideas, thoughts, and information to write a draft. Students need extended practice developing drafts in timed and open-ended situations. Drafts can be developed both independently and collaboratively.

Distractor Factor

It is difficult for students to create (put thoughts on paper) and analyze (edit) at the same time.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

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

English II

(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

Content Builder

What do the students need to know?
Content
Revision is the third step in the writing process and involves changing, adding, deleting or rearranging words, phrases, sentences, and/or paragraphs to clarify, enhance, and/or improve writing to accomplish the intended purpose and to engage the audience.

Connections
As students read, they identify and analyze authors' use of language and make subtle inferences. This standard supports students as they write and revise their own and others' stories and essays.

To what degree will this learning impact learning two years down the road?
This standard supports English III Readiness Standard EIII.13C as students continue to use the writing process to revise their own and others' writing in more advanced revision to include purpose, tone, and schemes.

Academic Vocabulary

- Revise
- Style
- Subtle
- Figurative language

Rigor Implications

Verb
- Revise

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
It is essential that students recognize that revision is a necessary step for all writers and does not indicate failure. Frequent revising of your own writing in front of students and then allowing students opportunities to make the same adjustments in their writing provides authentic and relevant practice. Asking questions promotes critical thinking and provides a foundation as students peer- and self-revise. Providing a checklist with appropriate questions may be helpful. Instruction that focuses on the revision process alone will not ensure that students will be able to write effectively. Craft lessons (e.g., literary language, sentence variety, transitions, consistency, coherence, etc) will also need to be modeled and practiced as students engage in the writing process.

Distractor Factor

When revising a draft, the focus is on content (word choice, organization, coherence, style) and not conventions. The longer the time between writing the draft and revising, the easier revision is for students.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

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

(D) edit drafts for grammar, mechanics, and spelling

Content Builder

What do the students need to know?

Content

Editing (sometimes called proofreading) follows revision and is the fourth step in the writing process. It involves the examination and correction of grammar, capitalization, punctuation, paragraphing, spelling, and handwriting. Editing prepares writing for publishing by enhancing the visual presentation of the writing.

Connections

English II Readiness Standards TEKS EII.17A, EII.18A, EII.18B, and EII.19A along with Supporting Standards TEKS EII.17Ai, ii, iii and EII.18Bi, ii, support this standard by providing students the skills needed to edit.

To what degree will this learning impact learning two years down the road?

This standard supports English III Readiness Standard TEKS EIII.13D as students continue to edit drafts for grammar, mechanics, and spelling.

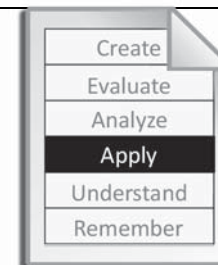### Academic Vocabulary

- Edit
- Draft
- Grammar
- Mechanics

Rigor Implications

Verb
- Edit

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications

Teaching convention skills in isolation provides students knowledge and skills but does not support their application in writing. Grammar, punctuation, capitalization, spelling, and paragraphing should be taught by modeling the rules of conventions while writing in whole group and small group settings. Guided editing with a clear set of procedures and checklist supports students as they class edit, peer- and self-edit. Peer- and class-editing is easier than self-editing.

Distractor Factor

Editing focuses on the conventions of writing and does not change the content. It is critical that editing be completed separately from drafting and revising. Too much focus on conventions during writing or revision can stifle creativity.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(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. Students are expected to

English II

(A) write an [analytical] essay of sufficient length

Content Builder

What do the students need to know?
Content
Expository essays use facts to explain or describe events, ideas, objects, processes, or written works. Many times expository essays are written in response to a prompt that ask the writer to explain or describe. An analytical essay interprets a work of literature beyond summary or description and helps a reader understand the text better. Individual pieces of the literature are examined to explain the significance or point of a literary work.

Connections
This standard builds on English I Readiness Standard EI. 15A as students continue to write essays and serves as an introductory standard to analytical essay in English III Readiness Standard EIII.15A.

To what degree will this learning impact learning two years down the road?
This standard supports English III Readiness Standard TEKS EIII.15A as students continue to write analytical essays.

Academic Vocabulary

- Expository essay
- Analytical essay

Rigor Implications

Verb
- Write

Level of Bloom's Taxonomy
- Creating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
When writing an essay, students answer a question (usually a prompt) to convey a point. This answer makes up the thesis. An essay includes an introduction, body, and conclusion. Writing an expository essay requires complex processes to include analysis, interpretation, and inference. It is essential to model the thinking and writing process involved in the planning and writing of an expository essay. Students will require extended exposure, practice, and support. Students use previously learned critical analysis skills to analyze a text in order to prepare to write an analytical essay by breaking the content (e.g., characterization, plot, theme, etc.) and techniques (style, literary language, etc.) into small pieces or categories, determining the message, and recording all thoughts.

Distractor Factor

The expository essay is sometimes called "the five paragraph" essay. However, an essay does not have to include exactly five paragraphs. It should however, include at least three paragraphs.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

English II

(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes

(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;

Content Builder

What do the students need to know?
Content
A clear thesis or position declares what the author believes, what the author intends to prove, and how the author intends to prove his/her thesis or position. An effective persuasive/argumentative essay, communicates a clear thesis and uses relevant and logical evidence such as examples, statistics, testimonials, etc (that can be both fact and opinion) to communicate point of view or beliefs. The essay must be written in a way that will sway the reader or change the reader's mind.

Connections
This standard builds on previous TEKS beginning in third grade. In third and fourth grade, students write persuasive essays containing a clear thesis and supporting details. Beginning in fifth grade, students write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives. In English I, students write persuasive texts that continue to include a clear thesis or position based on precise and relevant evidence.

To what degree will this learning impact learning two years down the road?
This standard provides additional foundation for English III Readiness Standard EIII. 16A as students continue to write persuasive essays to include expert opinions, quotations, and/or expressions of commonly accepted beliefs.
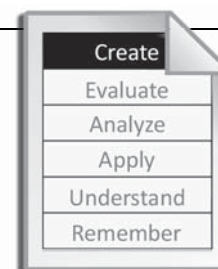
Academic Vocabulary

- Thesis
- Position
- Evidence

Rigor Implications

Verb
- Write

Level of Bloom's Taxonomy
- Creating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Moving from spoken to written arguments will help students become better persuasive writers and helps them understand how persuasive technique is used in everyday life. Students need extended exposure to other persuasive essays to understand and model the structure and technique of persuasive writing.

Distractor Factor

Writing persuasive essays without an authentic audience or purpose results in weak counterarguments and rebuttals. Students need experiences in both in order to become more precise in persuasive technique and structure.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

English II

(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience **that includes**

(D) an organizing structure appropriate to the purpose, audience, and context;

Content Builder

What do the students need to know?
Content
Organizational structure along with voice and style in persuasive essays must be appropriate to purpose, audience, and context while communicating position. Structures include problem/solution, classificatory(advantage/disadvantage), hierarchical (order of importance), compare/contrast, weakest/strongest, and enumeration (why or why not).

Connections
In seventh and eighth grade, students write persuasive essays that are logically organized. In English I, students begin to write persuasive essays with an organizing structure appropriate to purpose, audience, and context. This standard builds on English I.

To what degree will this learning impact learning two years down the road?
This standard continues the foundation for English III Readiness Standard EIII.16C as students continue to write persuasive essays with an organizing structure appropriate to purpose, audience, and context.

Academic Vocabulary

- Structure
- Audience

Rigor Implications

Verb
- Write

Level of Bloom's Taxonomy
- Creating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Students will require extended exposure to a variety of persuasive structures for a variety of purposes, audiences, and contexts in both their reading and writing.

Distractor Factor

Understanding purpose, audience, and context and how they relate to structure, voice, and style is a complex process. Students must analyze both weak and strong persuasive texts written for a variety of purposes, audiences, and context in order to adapt their own writing.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

English II

(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes

(E) an analysis of the relative value of specific data, facts, and ideas

Content Builder

What do the students need to know?
Content
An effective persuasive essay includes an analysis of the value of data, facts, and ideas and requires relevant, quality, and credible evidence to support the information.

Connections
In seventh and eighth grade, students organized information logically to support viewpoints and differentiated between opinion and fact. Analysis of relative value is introduced in English I. This standard works with English III Readiness Standard EIII.10A as students read persuasive texts, evaluate the accuracy of evidence used to support the arguments, and then write their own essays to include an analysis of the relevance of evidence.

To what degree will this learning impact learning two years down the road?
This standard provides a foundation for English III Readiness Standard EIII.16E as students demonstrate consideration of the validity and reliability of all sources used.

Academic Vocabulary

- Relative value
- Credible

Rigor Implications

Verb
- Write

Level of Bloom's Taxonomy
- Creating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Effective evidence in persuasive essays is relevant, of high quality, and credible while at the same time is appropriate to audience, purpose, and content. The author must be able to demonstrate this through analysis of the evidence in a persuasive manner. This is a difficult process and students must clearly understand what makes information relevant, high quality, and credible. The research process is an effective place to demonstrate this concept without adding the complexity of persuasive writing.

Distractor Factor

Beginning in fifth grade, students examine relevant, credible, and high quality sources during the research process. However, determining the relevance of evidence to be used will be more difficult when writing persuasive essays. Students will require explicit instruction and extended practice to determine the relevance and appropriateness of data, facts, and ideas used in persuasive text.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(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. Students are expected to

English II

(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]

Content Builder

What do the students need to know?
Content
The parts of speech are the foundation of language. There are eight parts of speech in the English language to include verbs, nouns, pronouns, adverbs, adjectives, prepositions, conjunctions, and interjections. Each part of speech has a function that supports oral communication, analysis of sentences in reading, and creation of sentences in writing.

Connections
Students examined basic functions of the parts of speech in speaking, writing, and reading beginning in kindergarten. The complexity of each part of speech and its function increase through English IV. This standard provides students the necessary skills to edit their own and others' writing.

To what degree will this learning impact learning two years down the road?
This standard supports English III Supporting Standard TEKS EIII.17A as students use and understand the function of clauses and phrases in order to edit their own and others' writing.
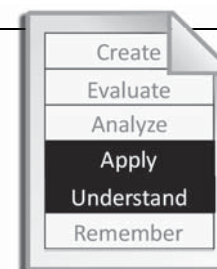
Academic Vocabulary

- Parts of speech

Rigor Implications

Verb
- Use
- Understand

Level of Bloom's Taxonomy
- Understanding
- Applying

| Create |
| Evaluate |
| Analyze |
| **Apply** |
| Understand |
| Remember |

Instructional Implications
Teaching the parts of speech in isolation provides students knowledge and skills but does not support their application in speaking, reading, and writing. Exposing students to texts that demonstrate the language patterns and teaching students to become their own critics will enhance the application of grammar. Students need to understand that knowing the function of words enhances their oral communication skills, supports their understanding of text, and provides a foundation for sentence building as they write.

Distractor Factor

Using the parts of speech in oral language and reading supports their use in written language.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

English II

(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. Students are expected to

(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

Content Builder

What do the students need to know?
Content
Sentences include simple sentences, compound sentences, complex sentences, and compound-complex sentences that do not shift in tense and communicate a complete thought. Simple sentences have one subject and one verb, compound sentences have at least two independent clauses linked by a conjunction, complex sentences have an independent clause and at least one dependent clause, and compound-complex sentences have two or more independent clauses and one or more dependent clauses. Sentences include correct modifiers, correct verb agreement, and clear antecedents.

Connections
This standard combines skills needed for revision (variety of sentences) and editing (using proper modifiers, antecedents, parallel structure, and tense). Compound-complex sentences were introduced in English I.

To what degree will this learning impact learning two years down the road?
This standard serves as a foundation for English III Readiness Standard EIII.17B as students use their understanding of sentence structure to write and edit essays and stories.

Academic Vocabulary

- Simple sentence
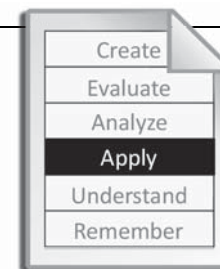- Compound sentence
- Complex sentence
- Compound-complex

Rigor Implications

Verb
- Use

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Students need support and practice to use a variety of sentences with varying structure and length in order to add style, energy, and emphasis to their writing. It is essential that sentence type and structure be taught through reading and writing and not in isolation. Students need to not only recognize effective sentences but must be able to construct effective sentences in their own writing.

Distractor Factor

Sometimes when students try to write more complex sentences they create fragments or run-ons by using incorrect punctuation. They may need additional instruction in the understanding of simple sentences before they move to more complex ones.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(18) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.
Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

English II

(A) use conventions of capitalization

Content Builder

What do the students need to know?
Content
Conventions of capitalization are rules in language that provide consistency about important words. These rules remove uncertainty and help make writing clearer.

Connections
This standard provides students the necessary skills to edit their own and others' writing.

To what degree will this learning impact learning two years down the road?
This standard continues to support English III Readiness Standard EIII.18A as students continue to use correct capitalization and punctuation consistently to edit their own and others' writing.
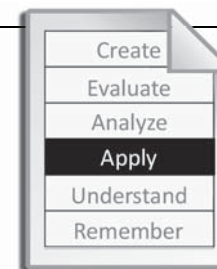
Academic Vocabulary

• Capitalization

Rigor Implications

Verb
• Use

Level of Bloom's Taxonomy
• Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Capitalization does not add to the content of writing, but it does improve communication. Teaching capitalization in isolation provides students knowledge and skills but does not support application in writing. Therefore, it is necessary to model effective capitalization in writing and provide students opportunities to apply the convention in their own writing. The following words should be capitalized as noted in previous grades and seventh grade: first word in a sentence, pronoun I, proper nouns, titles, abbreviations, academic degrees, initials, acronyms, first word of a salutation, closing of a letter, geographical names and places, historical periods, events, documents, organizations, languages, races, nationalities, first letter of the first word in a line of poetry, first word in a direct quotation and first word in a outline.

Distractor Factor

Some authors stray from the traditional rules of capitalization to present style and emphasis.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(18) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.
Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

English II

(B) use correct punctuation marks

Content Builder

What do the students need to know?
Content
Conventions of punctuation are rules in language that provide consistency about fluency and sometimes meaning when reading and writing. These rules make writing clearer and enhance the reader's understanding of the content.

Connections
This standard provides students the necessary skills to edit their own and others' writing.

To what degree will this learning impact learning two years down the road?
This standard continues to support English III Readiness Standards as students continue to use correct punctuation and capitalization consistently to edit their own and others' writing.

Academic Vocabulary

- Punctuation mark

Rigor Implications

Verb
- Use

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Punctuation does not add to the content of writing, but it does improve communication. Teaching punctuation in isolation provides students knowledge and skills but does not support punctuation application in reading and writing. Therefore, it is necessary to model fluent reading using punctuation when appropriate and model correct punctuation in writing while providing students opportunities to apply the convention in their own reading and writing. The following punctuation should be used as noted in previous grades and English I: end of sentences, commas after salutation and closing of letters, comma in a series, comma after introductory words, phrase, and clauses, comma in compound sentences, commas and quotation marks in direct and divided quotation, quotation to indicate sarcasm and irony, semicolons, hyphen in two part words, apostrophe in contractions and possessives, period in abbreviations, colon in time and dash to indicate parenthetical information.

Distractor Factor

Some authors stray from the traditional rules of punctuation to present style and emphasis.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

English II

(19) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to

(A) spell correctly, including using various resources to determine and check correct spellings.

Content Builder

What do the students need to know?
Content
Spelling is the most visual aspect of writing and is critical for writing fluency. Resources to determine and check correct spelling include personal dictionaries, electronic and print dictionaries, thesauri, glossaries, personal word walls, and spell checks.

Connections
The foundation of spelling begins in the early grades as students learn to decode, encode, and recognize words by sight. The development of spelling begins with approximations based on limited knowledge of letter-sound associations and moves to the understanding of common patterns and rules that serve as a foundation for spelling throughout college and career.

To what degree will this learning impact learning two years down the road?
This standard supports English III Readiness Standard EIII.19A as students continue to spell correctly and use resources to check and correct spelling in their own and others' writing.
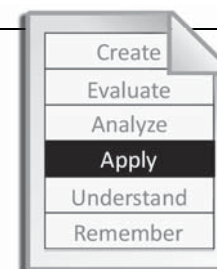
Academic Vocabulary

• Resource

Rigor Implications

Verb
• Spell

Level of Bloom's Taxonomy
• Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Focusing on memorizing the spellings of words has prompted the feeling that spelling is boring and difficult. Examining spelling through exploration of patterns in language provides an avenue for teaching spelling that is motivating, relevant, and lasting. Students learn to recognize and spell new words by applying the patterns of words they already know. Extensive reading increases the ability to spell new words. Using resources to check and correct spelling should to be done during the drafting process of writing, so that it will not interfere with fluency. Teach students to use a code or symbol when writing to notify him/her to check the spelling during editing.

Distractor Factor

The ability to spell does not relate to a "good" writer and not being able to spell does not relate to a "poor" writer. Spelling belongs in editing not drafting.

Level of Difficulty (based on local data)

☐ Moderate ☐ Challenging

English II

(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. The student is expected to

(B) make complex inferences about text and use textual evidence to support understanding.

Content Builder

What do the students need to know?
Content
Inference is a strategy that includes multiple steps and is practiced before, during, and after reading. It is the foundation of the comprehension process. A complex inference is made when information is not easily connected and inductive and deductive reasoning is needed. Steps include connecting prior knowledge and information from the text, drawing and validating a conclusion using deductive and inductive reasoning, validating conclusion with the specific information from the text, and making a prediction (logical guess) based on the drawn conclusion. Reading between the lines to construct meaning and comprehend beyond literal understanding is necessary when implementing these steps.

Connections
This standard supports inference in Readiness Standards for fiction and expository texts and serves as a Supporting Standard in literary nonfiction, poetry, drama, and persuasive text.

To what degree will this learning impact learning two years down the road?
This standard continues to serve as a Readiness Standard in fiction and expository texts and Supporting Standard in literary nonfiction, poetry, drama, persuasive texts in English II and English III as students continue to make complex inferences.

Academic Vocabulary

- Inference
- Textual evidence
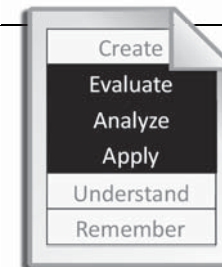- Prediction
- Draw conclusion

Rigor Implications

Verb
- Make
- Use
- Support

Level of Bloom's Taxonomy
- Applying
- Analyzing
- Evaluating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Improving vocabulary and world knowledge and asking questions that encourage reading between the lines and making unique interpretations enhances the ability to infer. Complex inference includes both inductive and deductive reasoning. Inductive reasoning involves using limited (very specific) information to make a general conclusion. Deductive reasoning involves supporting a generalization with specific information.

Distractor Factor

The ability to understand and use deductive and inductive reasoning is a complicated process. Students need explicit instruction, extended exposure, and regular support to make complex inferences.

Level of Difficulty (based on local data)

☐ Moderate   ☐ Challenging

(1)Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to

English II

(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

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard allows students to use their previous knowledge of word structure, linguistic roots, affixes, and academic words to learn new roots and affixes and how they are used to convey meaning of technical academic words in content learning. This standard was introduced in English I.

How does it support the Readiness Standard(s)?
This standard does not directly support a Readiness Standard in English II. However, this standard provides support as students interpret texts in all content areas as well as English II and encounter new words in the text read.

May be adjusted according to local curriculum.

Academic Vocabulary

- Technical
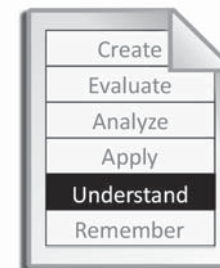- Academic
- Affix
- Base word
- Prefix
- Root
- Suffix

Rigor Implications

Verb
- Determine

Level of Bloom's Taxonomy
- Understanding

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Understanding word structure, origin, or the background of words helps students establish meaning of new words. Understanding and using word parts to determine the meaning of technical language provides student a process to determine the meaning of other technical words they may encounter. It is necessary that instruction includes technical words encountered in other content areas. It is essential that instruction is authentic, engaging, and relevant.

(1)Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to

(C) infer word meaning through the identification and analysis of analogies and other word relationships

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard supports Readiness Standard EII.1B as students analyze context to distinguish meaning of words in text. It also supports English II Readiness and Supporting Standard EII.Fig19B as it relates to inference.

This is the first time analogy identification or analysis has been identified as an assessed curriculum standard.

How does it support the Readiness Standard(s)?
This standard supports English II Readiness Standard EII.1B as students use context (analogies and relationships) to infer word meaning. It also supports English II Readiness Standard EII.Fig19B as students infer in order to understand the relationship and meaning of analogies.

May be adjusted according to local curriculum.
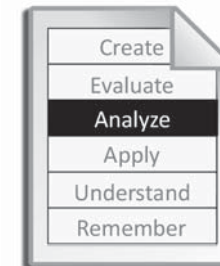
Academic Vocabulary

• Analogy

Rigor Implications

Verb
• Infer

Level of Bloom's Taxonomy
• Analyzing

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Understanding non-literal relationships among words/ideas is a complex process and plays a significant role in problem solving, decision making, perception, and communication. Students must first identify if a relationship is present, understand the relationship, and infer meaning based on the understanding of the attributes. Relationships among words can include synonyms, antonyms, descriptions, functions, exemplifications, and allegories.

(1)Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to

(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)

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard supports Readiness Standard EII.2E as it relates to the use of resources to determine and verify meaning.

This standard provides a foundation for English III Supporting Standards as students continue the study of foreign words and origins to understand the relationship between the origin and meaning of frequently used words and recognize and use cognates of different word languages and origins.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standard EII.2E as students use context and resources to determine and verify the meaning of foreign words and phrases and use resource to determine and verify word origins.

May be adjusted according to local curriculum.
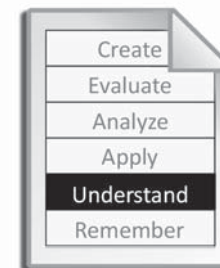
Academic Vocabulary

- Origin
- Foreign

Rigor Implications

Verb
- Show

Level of Bloom's Taxonomy
- Understanding

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Learning new words and concepts enhances speaking, reading, and writing. Understanding the meaning and origin of foreign words and phrases used in the English language helps students make connections, understand influences of other languages, increase word knowledge, and improve comprehension. Students need extended opportunities to relate words to word origins in order to access meaning.

English II

(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. Students are expected to

(A) compare and contrast differences in similar themes expressed in different time periods

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
The standard builds on prior knowledge of theme and serves as a foundation for the study of theme as students continue to analyze more complex themes in English III Readiness Standard EIII.2A

How does it support the Readiness Standard(s)?
This standard works with English II Supporting Standard EII.2C as students relate figurative language to its historical and cultural setting.

May be adjusted according to local curriculum.
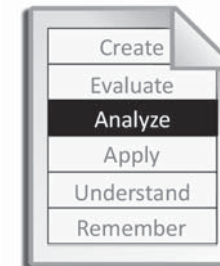
Academic Vocabulary

- Theme

Rigor Implications

Verb
- Compare
- Contrast

Level of Bloom's Taxonomy
- Analyzing

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
In order to provide extended and connected experience in compare and contrast, this standard should be practiced over a period of time as students read and analyze a variety or literary works. Students gather and record information about the theme and meaning on a graphic organizer to provide a visual as they make connections and draw conclusions.

(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. Students are expected to

(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard supports English II Readiness Standard EII.Fig19B as students make complex inferences about text.

How does it support the Readiness Standard(s)?
This standard supports English II Readiness Standard EII.19B as students use their understanding of archetypes to make inferences about meaning and symbolism in text.

May be adjusted according to local curriculum.

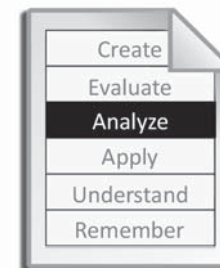### Academic Vocabulary

• Archetype

Rigor Implications

Verb
• Analyze

Level of Bloom's Taxonomy
• Analyzing

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
An archetype is a prototype or pattern which others copy and are often found in myths and storytelling across cultures. Exposure to a variety of archetypes is necessary for students to understand the role, journey, and personage of archetypes and how this understanding relates to theme and meaning.

English II

(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. Students are expected to

(C) relate the figurative language of a literary work to its historical and cultural setting.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
In previous grades, students compared and contrasted historical and cultural settings, analyzed how place and time influenced the theme, explained how the historical and cultural setting affected characters' beliefs and values, and explained the effect of figurative language in literary texts. This standard builds on prior knowledge as students examine the historical and cultural settings more critically by relating it to the language.

This standard supports English III Supporting Standard EIII.2C as students continue to examine historical and cultural settings by relating the main idea to primary source documents.

How does it support the Readiness Standard(s)?
This standard does not support an English II Readiness Standard. Instead, it builds on prior learning to provide support for future learning as students examine historical and cultural settings and how it affects what is written. It also works with Supporting Standard EII.2A as students compare and contrast themes across different time periods.

May be adjusted according to local curriculum.

Academic Vocabulary

- Figurative language
- Historical
- Cultural
- Setting

Rigor Implications

Verb
- Relate

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Background information of a variety of historical and cultural contexts and types of figurative language is necessary in order for students to understand how figurative language is indicative of setting.

(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. Students are expected to

English II

(A) analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard supports English II Readiness and Supporting Standard EII. Fig19B as it relates to inference.

This standard builds on previous learning beginning at Kindergarten as students continue to make inference and draw conclusions about the structure and elements of poetry. In fourth and fifth grade, students explained and analyzed how structure supports the meaning of the text. In seventh grade, students analyzed the importance of graphical elements.

How does it support the Readiness Standard(s)?
This standard supports English II Readiness and Supporting Standards EII. Fig19B as students infer to analyze the purpose of structure and graphic elements in poetry.

May be adjusted according to local curriculum.

Academic Vocabulary
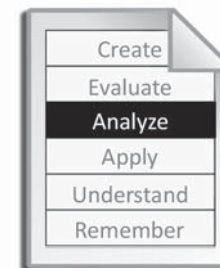
- Prosody
- Meter
- Rhyme scheme

Rigor Implications

Verb
- Analyze

Level of Bloom's Taxonomy
- Analyzing


```
Create
Evaluate
Analyze
Apply
Understand
Remember
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Instructional Implications
This standard requires students to use prior learning to analyze both structure and elements in poetry to determine their purpose and role in communicating the meaning of the text. Prosody includes meter and rhyme scheme -end, eye, slant, and internal. Structure includes capitalization, line length, punctuation, and word position.

English II

(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. Students are expected to

(A) analyze how archetypes and motifs in drama affect the plot of plays.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard supports English II Readiness and Supporting Standard EII. Fig19B as it relates to inference. It works with Supporting Standard EII.2B as students analyze archetypes in literary works.

This standard builds on prior learning as students understood and analyzed the elements and structure of drama. In eighth grade, students analyzed the playwright's portrayal of antagonist and protagonist characters through dialogue and staging.

How does it support the Readiness Standard(s)?
This standard supports English II Readiness and Supporting Standard EII. Fig19B as students infer, draw conclusions, and provide text to support their understanding of a drama.

May be adjusted according to local curriculum.

Academic Vocabulary

- Archetype
- Motif
- Plot

Rigor Implications

Verb
- Analyze

Level of Bloom's Taxonomy
- Analyzing

| Create |
| Evaluate |
| Analyze |
| Apply |
| Understand |
| Remember |

Instructional Implications
Students need extended exposure to a variety of archetypes and motifs in a variety of literary genres in order to fully appreciate and understand the author's intent and their role in plot development.

(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. Students are expected to

(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard works with English II Supporting Standard EII.2B as students analyze archetypes in literature and supports English II Readiness and Supporting Standard EII.Fig19B as it relates to inference. It works with Supporting Standards EII.2B and EII.4B as students analyze archetypes in literary works.

In previous grades, students recognized, explained, described, and analyzed characters in fictional works. This is the first time moral dilemmas have been introduced.

How does it support the Readiness Standard(s)?
This standard supports English II Readiness and Supporting Standard EII. Fig19B as students infer and draw conclusions about the moral dilemmas of characters.

May be adjusted according to local curriculum.

Academic Vocabulary

• Moral dilemma

Rigor Implications

Verb
• Analyze

Level of Bloom's Taxonomy
• Analyzing

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
In order for students to understand the depth of moral dilemmas, they must first recognize perplexity and uncertainty in character behavior and portrayal and support that understanding with textual evidence. Once the dilemma is understood, students should compare and contrast the historical and cultural effects of the dilemma in order to make personal, text, and world connections.

English II

(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. Students are expected to

(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard supports English II Readiness and Supporting Standard EII. Fig19B as students make inferences about connections in text.

This standard builds on prior knowledge of forms of narration. In English I, students analyzed how the narrator's point of view shaped the meaning of the text. This is the first time students are introduced to the connection between narration and tone.

How does it support the Readiness Standard(s)?
This standard supports English II Readiness and Supporting Standard EII. Fig19B as students make inferences and then evaluate the connection between narration and tone.

May be adjusted according to local curriculum.

Academic Vocabulary

- Tone
- Narration
- Unreliable
- Omniscient
- Limited
- First person
- Subjective
- Objective

Rigor Implications

Verb
- Evaluate

Level of Bloom's Taxonomy
- Evaluating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
This standard requires multiple steps that play a major role in the overall evaluation. In order to evaluate the connection between narration and tone, students must identify the form of narration, the tone of the fictional work, and the connection between the two. Once the connection has been determined, students evaluate to determine the effectiveness of how the form of narration supported or did not support the tone. Students need extended exposure to a variety of types of narration and tone. They also need exposure to effective and non-effective connections.

(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. Students are expected to

English II

(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.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard supports English II Readiness and Supporting Standard EII. Fig19B as students make inferences about the role of syntax and diction in literary nonfiction text.

This standard builds on prior knowledge as students identify literary language and word and phrase choice in literary nonfiction texts.

How does it support the Readiness Standard(s)?
This standard supports English II Readiness and Supporting Standard EII. Fig19B as students make inferences about the role and effect of syntax and diction on voice, tone, and imagery in a variety of literary nonfiction text.

May be adjusted according to local curriculum.

Academic Vocabulary
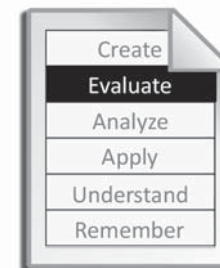
- Syntax
- Diction
- Voice
- Tone
- Imagery

Rigor Implications

Verb
- Evaluate

Level of Bloom's Taxonomy
- Evaluating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
This standard requires multiple steps that play a major role in the overall evaluation. In order to evaluate the role and effect of syntax and diction on voice, tone, and imagery, students must identify syntax, diction, voice, tone, and imagery. Before they can evaluate, students will need to explain how the voice, tone, imagery, syntax, and diction work together to affect the message. Diction is the choice of words. Syntax is the arrangement of words. Voice is the author's style or personality. Tone is the stated or implied attitude of the author. Imagery is the use of language to create images.

English II

(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. Students are expected to

(A) explain the function of symbolism, allegory, and allusions in literary works.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard supports English II Readiness and Supporting Standard EII. Fig19B as students make inferences about the function of sensory language.

In previous grades, students recognized and explained an author's use of a variety of types of sensory language in literary works. This is the first time irony, sarcasm, and paradox is introduced.

This standard works with English II Supporting Standard Eii.2B as students relate figurative language to its historical and cultural setting.

How does it support the Readiness Standard(s)?
This standard supports English II Readiness and Supporting Standard EII. Fig19B as students make connections to infer the function of symbolism, allegory, and illusion.

May be adjusted according to local curriculum.

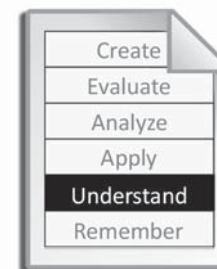## Academic Vocabulary

- Symbolism
- Allegory
- Allusion

Rigor Implications

Verb
- Explain

Level of Bloom's Taxonomy
- Understanding

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Identifying and understanding symbolism, allegory, and allusion is a complex process. Symbolism is the representation of abstract ideas in concrete ways. Allegory is a technique in which characters or objects often embody abstract ideas. Allusion is a brief, implied reference within a literary work to another work of literature, art, or real event. In order for students to recognize and understand symbolism, allegory, and/or allusion, they need to read a text for the purpose of recognizing these techniques. Using a graphic organizer provides a visual for students to further understand the concepts

(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. Students are expected to

(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard builds on previous learning as students continue to examine evidence presented in text. This is the first time specific kinds of evidence are introduced.

How does it support the Readiness Standard(s)?
This standard supports the analysis and evaluation of evidence presented in all types of communication encountered through college and career.

May be adjusted according to local curriculum.

Academic Vocabulary

- Logical
- Empirical
- Anecdotal

Rigor Implications

Verb
- Distinguish

Level of Bloom's Taxonomy
- Remembering

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Students need extended exposure to a variety of forms of evidence. This can be accomplished through research and analysis of persuasive texts. Logical evidence includes rational and logical thought.

Empirical evidence is based on observation or experience. Anecdotal evidence is based on personal observation.

English II

(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. Students are expected to

(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.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard supports English III Supporting Standard EIII.9D as students continue to synthesize and make connections within and across texts.

Students synthesized information to make connections within and between texts in fifth through eighth grade. This standard builds on English I Supporting Standard EI.9D as students continue to synthesize in order to connect ideas as well as details in expository texts representing a range of viewpoints.

How does it support the Readiness Standard(s)?
Synthesis is the ability to connect information within and across texts to form a new idea. Combining information supports the integration of ideas in order to read or write about a subject knowledgably. It allows students to engage in higher order thinking as they explore texts and form opinions and judgments.

May be adjusted according to local curriculum.
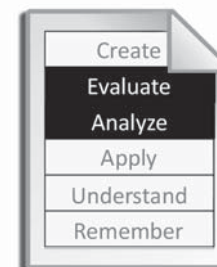
Academic Vocabulary

- Synthesize
- Viewpoint

Rigor Implications

Verb
- Synthesize
- Make
- Support

Level of Bloom's Taxonomy
- Analyzing
- Evaluating

Create / Evaluate / Analyze / Apply / Understand / Remember

Instructional Implications
In order to make connections and synthesize information within and across texts, it is necessary to engage in a multitude of comprehension strategies that includes drawing conclusions, making connections, and making predictions. Students need to identify the purpose of the texts, combine information from the texts, draw conclusions, and infer using evidence from the texts to support their new findings. They need to pause often during their reading to absorb what has been read. Graphic organizers are useful to show the relationship among texts because they provide a concrete representation of the connections. Synthesis does not always result in one right answer.

(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. Students are expected to

English II

(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.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard supports English II Readiness Standard EII.16A and EII.16E as students write their own persuasive essays. This standard supports English II Supporting Standard EII.9B as students distinguish among different types of evidence to support conclusion or arguments in expository text.

In previous grades, students identified and analyzed viewpoints and evidence supporting the viewpoint. This is the first time shifts in perspective are introduced.

How does it support the Readiness Standard(s)?
This standard supports English II Readiness Standard EII.16A and EII. 18E as students write persuasive essays to include a clear position and relative data, fact, and ideas.

May be adjusted according to local curriculum.
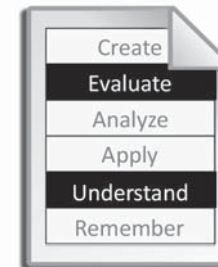
Academic Vocabulary

- Perspective
- Viewpoint

Rigor Implications

Verb
- Explain
- Evaluate

Level of Bloom's Taxonomy
- Understanding
- Evaluating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
This standard requires multiple steps that play a major role in the overall evaluation. Students must identify and explain differences of perspective in two or more persuasive texts on the same topic. After the identification of the perspectives, students determine the relevance, quality, and credibility of evidence provided in each text and explain the accuracy of the evidence and the effectiveness of its support of the viewpoint expressed.

(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to

English II

(A) evaluate text for the clarity of its graphics and its visual appeal

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard supports English II Readiness and Supporting Standard EII. Fig19B as students make inferences.

This is an isolated standard to provide students the opportunity to evaluate graphics to further their understanding of these visuals in all text encountered.

How does it support the Readiness Standard(s)?
This standard supports English II Readiness and Supporting Standard EII. Fig19B as students draw conclusion in order to evaluate the clarity of graphics for visual appeal.

May be adjusted according to local curriculum.

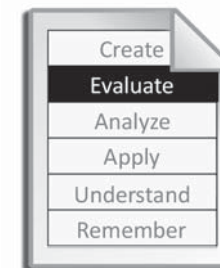## Academic Vocabulary

- Graphic
- Visual appeal

Rigor Implications

Verb
- Evaluate

Level of Bloom's Taxonomy
- Evaluating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
This standard requires multiple steps that play a major role in the overall evaluation. Students must make a judgment about the visual appeal of a graphic and its clarity and then explain how the visual clarified the graphic. For instructional purposes, evaluations of graphics in media support this standard.

(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to

(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
- This standard supports Readiness and Supporting Standard EII.Fig19B as it relates to inference. This standard also supports all informational reading as it relates to the interpretation of graphics to draw conclusions.
- This standard builds on prior knowledge as students continue to interpret factual, quantitative, and technical information presented in multiple graphic sources.
- This standard supports English III Supporting Standards TEKS EIII.11B as students synthesize and translate information from graphic sources in procedural texts.

How does it support the Readiness Standard(s)?
This standard supports Readiness and Supporting Standard EII.Fig19B as students infer in order to draw conclusions from information presented in multiple graphic sources.

This standard supports informational reading as students synthesize information presented in multiple graphic sources and use the information to complete a task, perform a procedure, solve a problem, or learn more about a topic.

May be adjusted according to local curriculum.

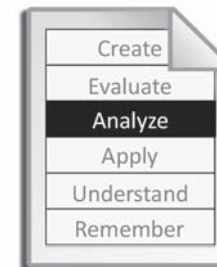### Academic Vocabulary

- Factual
- Quantitative
- Technical

Rigor Implications

Verb
- Synthesize
- Draw

Level of Bloom's Taxonomy
- Analyzing

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
In order to synthesize information across multiple graphic sources, it is necessary to engage in a multitude of comprehension strategies that includes drawing conclusions, making connections, and making predictions. Complexity increases as students use multiple graphic sources to support interpretation of procedural texts. This standard requires students to analyze factual information (a statement) quantitative information (numbers, statistics), and technical information (specific to content) presented in tables, graphic organizers, captions, illustrations, keys, graphs, diagrams, maps, and timelines to draw conclusions about the ideas presented. Students need experiences synthesizing multiple graphics in a single text and among several texts.

(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 are expected to

(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard supports English II Readiness and Supporting Standard EII. Fig19B as students draw conclusions in order to evaluate.

In English I, students compared and contrasted how events were presented in media. This standard builds on prior knowledge by requiring students to evaluate how the presentations of these events reflect social and cultural views different from traditional texts.

How does it support the Readiness Standard(s)?
This standard supports English II Readiness and Supporting Standard EII. Fig19B as students draw conclusions about social and cultural views and compares media portrayal of events with traditional text presentation.

May be adjusted according to local curriculum.

Academic Vocabulary

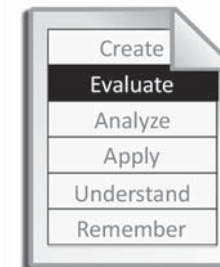- Social view
- Cultural view
- Traditional text

Rigor Implications

Verb
- Evaluate

Level of Bloom's Taxonomy
- Evaluating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
This standard requires multiple complex steps that play a major role in the overall evaluation. Students must first identify the message and all social and cultural views (ideas, feelings, relationships) represented in the media presentation. They must then determine if the views are communicated accurately. This will require background knowledge about social and cultural views and should be presented as an ongoing experience throughout the year. Next, students must identify how the views are presented both visually and non-visually. In order to evaluate, students use the above knowledge to determine and explain how the media presentation is less or more effective than traditional texts. Students will need extended exposure to media and text representation on similar topics in order to evaluate the differences.

(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 are expected to

English II

(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
Students examined, analyzed, and assessed the formality of media beginning in second grade. This standard builds on English I Supporting Standard EI.12D as students continue to evaluate changes in formality and tone for audience and purpose. This standard was introduced in English I.

This standard continues to support English III Supporting Standard EIII.12D as students continue to evaluate changes in formality and tone across media.

How does it support the Readiness Standard(s)?
This standard supports the understanding of media as it relates to formality and tone.

May be adjusted according to local curriculum.

Academic Vocabulary

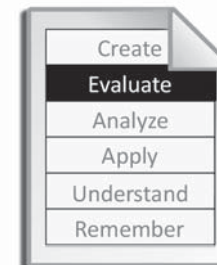- Formality
- Tone
- Audience
- Purpose

Rigor Implications

Verb
- Evaluate

Level of Bloom's Taxonomy
- Evaluating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Audience and purpose affects delivery in media. Understanding the right level of formality and appropriate tone can be a challenge for students. Formality and tone communicate purpose and connects audiences. A media message that is too formal or uses a serious tone can communicate seriousness or distance and lack connections to the viewer. A media message that is too informal and a light tone can communicate unprofessionalism. Students need extended experience with a variety of media purposes, intended audiences, formality, and tone to evaluate the effectiveness of formality and tone.

(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. Students are expected to

English II

(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 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.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
Supporting Standards EII.15Ai, ii, iii, iv, v and vi support Readiness Standard EII. 5A as it relates to writing and revising analytical essays. TEKS EII. 15Av supports EII.Fig19B as it relates to inference.

Beginning in fifth grade, students wrote multi paragraph essays to convey information about a topic. This standard builds on expository writing to include analytical writing.

This standard serves as a foundation for English III Readiness Standards EIII.15A as students continue to write analytical essays.

How does it support the Readiness Standard(s)?
Supporting Standards EII.15Ai-vi supports Readiness Standard EII.15A as students write analytical essays to include an effective introduction, an effective conclusion, a variety of sentence structures, a variety of rhetorical devices, transitions, a thesis, an organized and appropriate structure, relevant information, valid inferences, and distinctions about the value of specific information that support the thesis.

May be adjusted according to local curriculum.

Academic Vocabulary

- Expository essay
- Analytical essay
- Rhetorical device
- Thesis
- Relevant
- Valid
- Inference
- Purpose
- Audience
- Context
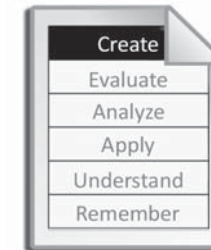- Sentence structure
- Introductory
- Concluding
- Transition

Rigor Implications

Verb
- Write

Level of Bloom's Taxonomy
- Creating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
When writing an essay, students answer a question (usually a prompt) to convey a point. This answer makes up the thesis. An essay includes an introduction, body, and conclusion. Writing an expository essay requires complex processes to include analysis, interpretation, and inference. It is essential to model the thinking and writing process involved in the planning and writing of an expository essay. Students will require extended exposure, practice, and support. Students use previously learned critical analysis skills to analyze a text in order to prepare to write an analytical essay by breaking the content (e.g., characterization, plot, theme, etc.) and techniques (style, literary language, etc,) into small pieces or categories, determining the message, and recording all thoughts.

An effective introduction draws the reader in, makes the reader want to read more, includes the thesis statement and can include an anecdote, quotation, question, description, announcement, background, dialogue or narrative.

The concluding paragraph is the final paragraph in an essay. It is as important as the introduction. In the concluding paragraph the body is summarized and the thesis is restated and proved. This paragraph makes the essay sound complete and should leave the reader thinking about something.

Rhetorical devices are techniques used to convince. Rhetorical structure is the way in which the techniques are presented. These have been analyzed in reading TEKS.

Organizing structure is supported by the analysis of structure in reading –e.g., chronological, pro/con, compare/contrast, cause/effect, enumeration, etc.

An effective expository essay includes an analysis of the value of data, facts, and ideas and requires relevant, quality, and credible evidence to support the thesis statement.

(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes

(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard supports Reading Readiness Standard EII.10A as it relates to evidence to support an argument.

In previous grades, students wrote persuasive essays to include a clear thesis, sound reasoning, relevant evidence, and consideration of alternatives.

This standard serves as a foundation for English III Readiness Standard EIII.16A as students continue to write argumentative essays to include a clear thesis and logical reasoning.

How does it support the Readiness Standard(s)?
This standard supports Reading Readiness Standard EII.10A as students analyze the relevance, quality, and credibility of evidence presented to support an argument and use sound evidence in their own writing.

May be adjusted according to local curriculum.

Academic Vocabulary

- Thesis
- Position
- Precise
- Relevant

Rigor Implications

Verb
- Write

Level of Bloom's Taxonomy
- Creating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
A clear thesis consists of a concise statement that tells what the author believes, what the author intends to prove, and how the author intends to prove it. An effective thesis expresses the arguments so clearly that it is not necessary to read the rest of the essay to understand what the author believes.

(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes

(D) an organizing structure appropriate to the purpose, audience, and context;

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard supports Readiness Standard EII.15A as it relates to organizational structure.

In seventh and eighth grades, students organized evidence logically to support a viewpoint as they wrote argumentative essays. In English I, students considered purpose, audience, and context when organizing their essays.

This standard supports English III Readiness Standards EIII.16D as students continue to organize essays appropriate to purpose, audience, and context.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standard EII.15A as students choose an appropriate organizational structure based on purpose, audience, and context to write analytical essays and continue to choose appropriate organizational structure as they write argumentative essays.

May be adjusted according to local curriculum.

Academic Vocabulary

- Organizational structure
- Purpose
- Audience
- Context

Rigor Implications

Verb
- Write

Level of Bloom's Taxonomy
- Creating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Organizational structures were analyzed in persuasive texts in seventh grade. Structures as stated in the examples of the seventh grade TEKS included cause/ effect, analogy, authority, and repetition. Students will need to examine the previously introduced structures along with others (e.g., pro/con, compare/contrast, enumeration, etc.). As students select appropriate organizational structure based on purpose, audience, and context, they will also need to choose an appropriate voice and style.

(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes

(E) an analysis of the relative value of specific data, facts, and ideas.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard supports Reading Supporting Standard EII.10A as it relates to evidence.

This standard serves as an introduction to the analysis of the value of data, facts, and ideas as students create their own argumentative essays.

This standard supports English III Readiness Standard EIII.16E as students analyze the value and the reliability of primary and secondary sources to make decisions as they write their own argumentative essays.

How does it support the Readiness Standard(s)?
This standard supports Reading Supporting Standard EII.10A as students examine persuasive texts and analyze the relevance, quality, and credibility of the evidence presented. Student use their analysis skills to determine the value of facts, details, and ideas to use in their own argumentative essays.

May be adjusted according to local curriculum.

Academic Vocabulary

- Analyze
- Value

Rigor Implications

Verb
- Analyze
- Write

Level of Bloom's Taxonomy
- Analyzing
- Creating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Students need extended exposure, practice, and support to understand and use facts, details, and ideas that add value to their argumentative essays. They must verify facts, details, and ideas for correctness, truthfulness, and objectivity.

English II

(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. Students are expected to

(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]: (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);

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard supports Readiness Standards EII.13D and EII.17A as it relates to editing the parts of speech.

In previous grades, students understood and used irregular, perfect, and progressive tenses of verbs and person, possessive, reflexive, indefinite, and relative pronouns. This standard builds on prior knowledge as students continue to examine more complex conventions.

This standard supports English III as students continue to edit and use complex verb tenses, relative clauses, and reciprocal pronouns to write their own and edit others' writing.

How does it support the Readiness Standard(s)?
This standard supports Readiness Standards EII.13D and EI.17A as students edit their own and others' writing for the correct use of tenses, appropriate clauses, and reciprocal pronouns.

May be adjusted according to local curriculum.

Academic Vocabulary

- Active verb tense
- Passive verb tense
- Verbal
- Gerund
- Participle
- Infinitive
- Restrictive relative clause
- Nonrestrictive relative clause
- Reciprocal pronoun

Rigor Implications

Verb
- Use
- Understand

Level of Bloom's Taxonomy
- Understanding
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
A verb is active if the subject of the sentence is doing the action and is passive if the subject of the sentences is not doing the action.

Verbal-phrases use verbs as non-verbs. There are three kinds of verbals: gerund (-ing verb used as a noun), infinitive (the verb form "to" used as a noun), and participle (verb used as an adjective). Present participles end in -ing and past participles are irregular and regular verbs written in past tense.

Restrictive relative clauses provide information essential to complete the meaning of a sentence.

In non-restrictive (non-essential) relative clauses the clause can be removed without changing the basic meaning of the sentence.

Reciprocal pronouns show a mutual relationship (e.g., "each other" and "one another").

(18) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.

English II

Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(B) use correct punctuation marks including
(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
(ii) quotation marks to indicate sarcasm or irony.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard supports Readiness Standards EII 13D as it relates to editing sentence punctuation.

In previous grades, students understood and used quotation marks to indicate quotations and used commas in a series, compound sentences, and after introductory words, phrases, and clauses. This standard builds on prior knowledge as students continue to understand and use quotation marks and commas.

This standard supports English III Readiness Standard EIII.18A as students continue to use the conventions of punctuation correctly and consistently in their own writing and to edit others' writing.

This standard supports Readiness Standards EII.13D and EII.17A as students edit their own and others' writing for the correct use of quotation marks and commas in literary nonfiction, expository, and persuasive writing

May be adjusted according to local curriculum.

Academic Vocabulary

- Quotation mark
- Sarcasm
- Irony
- Nonrestrictive phrase
- Restrictive phrase

Rigor Implications

Verb
- Use

Level of Bloom's Taxonomy
- Applying

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Comma use in phrases, clauses and contrasting expressions sets off words, phrases, and clauses that would otherwise be unclear.

(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. The student is expected to

(B) make complex inferences about text and use textual evidence to support understanding.

Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?
This standard serves as a Readiness Standard for fiction and expository texts and a Supporting Standard for literary nonfiction, poetry, drama, persuasive text.

This standard supports inference in English III Readiness Standards EIII. Fig19B for fiction and expository texts and Supporting Standard for literary nonfiction, poetry, drama, and persuasive texts as students continue to infer in order to comprehend what they read.

How does it support the Readiness Standard(s)?

This standard supports all Readiness and Supporting standards where students are required to infer.

May be adjusted according to local curriculum.

Academic Vocabulary

- Inference
- Textual evidence

Rigor Implications

Verb
- Make
- Use
- Support

Level of Bloom's Taxonomy
- Applying
- Analyzing
- Evaluating

Create
Evaluate
Analyze
Apply
Understand
Remember

Instructional Implications
Improving vocabulary and world knowledge and asking questions that encourage reading between the lines and making unique interpretations enhances the ability to infer. Complex inference includes both inductive and deductive reasoning. Inductive reasoning involves using limited (very specific) information to make a general conclusion. Deductive reasoning involves supporting a generalization with specific information.