TEKS Curriculum Framework for STAAR Alternate

English II

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STAAR Reporting Category 1 – Understanding and Analysis Across Genres: The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
English II (1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. The student is expected to (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 Standard (B) analyze textual context (within a sentence and in larger sections of text) to distinguish between denotative and connotative meanings of words; Readiness Standard (C) infer word meaning through the identification and analysis of analogies and other word relationships; Supporting Standard (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 Standard (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. Readiness Standard	Uses a variety of strategies and reference materials to confirm word meanings when reading.

Eng II (1)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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 • 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 • analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words • describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., *caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo*) • produce analogies that describe a function of an object or its description

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Eng II (1)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna) • complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____) • 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 • identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., *habeus corpus, e pluribus unum, bona fide, nemesis*) • complete analogies that describe part to whole or whole to part • use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words • explain the meaning of foreign words and phrases commonly used in written English (e.g., *RSVP, que sera sera*) • complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: ____ or pen:ink as book: _____) • use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words • 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 • identify and explain the meaning of common idioms, adages, and other sayings • produce analogies with known antonyms and synonyms • use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words • determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes • use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words • identify the meaning of common idioms • complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____) • use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words • alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words • identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles) • identify and use antonyms, synonyms, homographs, and homophones • use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs • identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots • alphabetize a series of words and use a dictionary or a glossary to find words • identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning *Continued*

Eng II (1)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• use context to determine the relevant meaning of unfamiliar words or multiple-meaning words • use prefixes and suffixes to determine the meaning of words (e.g., allow/ disallow) • alphabetize a series of words to the first or second letter and use a dictionary to find words • identify and sort words into conceptual categories (e.g., opposites, living things) • determine what words mean from how they are used in a sentence, either heard or read • determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime) • identify words that name actions (verbs) and words that name persons, places, or things (nouns) • use a picture dictionary to find words • identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures) • recognize that compound words are made up of shorter words • identify and use words that name actions, directions, positions, sequences, and locations **Sentences and structure skills** • attempt to use new vocabulary and grammar in speech (ELL) • use single words and simple phrases to communicate meaning in social situations (ELL) **Vocabulary skills** • increase listening vocabulary and begin to develop vocabulary of object names and common phrases in English (ELL) • use a large speaking vocabulary, adding several new words daily • demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses • demonstrate understanding of terms used in the instructional language of the classroom **Reading/beginning reading skills/phonics*** *Working with Words* • identify and read contractions (e.g., I'd, won't) • identify and read at least 300 high-frequency words from a commonly used list • identify and read contractions (e.g., haven't, it's) • identify and read abbreviations (e.g., Mr., Ave.) • read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful) • identify and read at least 100 high-frequency words from a commonly used list • identify and read contractions (e.g., isn't, can't) • use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream) • read base words with inflectional endings (e.g., plurals, past tenses) • identify and read at least 25 high-frequency words from a commonly used list

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 1 – Understanding and Analysis Across Genres: The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
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. The student is expected to (A) compare and contrast differences in similar themes expressed in different time periods. Supporting Standard	Compares themes across texts.

Eng II (2)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• relate the figurative language of a literary work to its historical and cultural setting • analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature • analyze how the genre of texts with similar themes shapes meaning • explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work • compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths) • analyze literary works that share similar themes across cultures • analyze how place and time influence the theme or message of a literary work • describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories) • describe multiple themes in a work of fiction • compare and contrast the historical and cultural settings of two literary works • analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures • infer the implicit theme of a work of fiction, distinguishing theme from the topic • explain the effect of a historical event or movement on the theme of a work of literature • describe the phenomena explained in origin myths from various cultures • compare and contrast the themes or moral lessons of several works of fiction from various cultures • compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature • summarize and explain the lesson or message of a work of fiction as its theme • compare and contrast the settings in myths and traditional folktales • paraphrase the themes and supporting details of fables, legends, myths, or stories

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Eng II (2)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot • identify moral lessons as themes in well-known fables, legends, myths, or stories • explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales • connect the meaning of a well-known story or fable to personal experiences • recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures • recognize sensory details • discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience • identify elements of a story including setting, character, and key events **Listening and speaking/listening*** • follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes • listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration • evaluate the effectiveness of a speaker's main and supporting ideas • summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices • follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems • listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims • draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) • paraphrase the major ideas and supporting evidence in formal and informal presentations • follow and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective • determine both main and supporting ideas in the speaker's message • follow, restate, and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective • follow, restate, and give oral instructions that involve a series of related sequences of action • listen attentively to speakers, ask relevant questions, and make pertinent comments • follow, restate, and give oral instructions that involve a short related sequence of actions • listen attentively to speakers and ask relevant questions to clarify information

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Eng II (2)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• follow oral directions that involve a short related sequence of actions • listen attentively by facing speakers and asking questions to clarify information **Listening comprehension skills*** • show understanding of the new language being spoken by English-speaking teachers and peers (ELL) • show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 1 – Understanding and Analysis Across Genres: The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
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. The student is 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 Standard	Uses text evidence to draw conclusions from informational texts.

Eng II (9)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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 • differentiate between opinions that are substantiated and unsubstantiated in the text • 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 • make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns • distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text • summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order • 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 • use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text • distinguish factual claims from commonplace assertions and opinions • evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning • explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint • explain whether facts included in an argument are used for or against an issue • summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions

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Eng II (9)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres • use multiple text features and graphics to gain an overview of the contents of text and to locate information • analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas • determine the facts in text and verify them through established methods • summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order • use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information • describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison • distinguish fact from opinion in a text and explain how to verify what is a fact • summarize the main idea and supporting details in text in ways that maintain meaning • use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text • identify explicit cause and effect relationships among ideas in texts • draw conclusions from the facts presented in text and support those assertions with textual evidence • identify the details or facts that support the main idea • use text features (e.g., table of contents, index, headings) to locate specific information in text • describe the order of events or ideas in a text • locate the facts that are clearly stated in a text • identify the main idea in a text and distinguish it from the topic • use text features (e.g., title, tables of contents, illustrations) to locate specific information in text • retell the order of events in a text by referring to the words and/ or illustrations • identify important facts or details in text, heard or read • restate the main idea, heard or read • use titles and illustrations to make predictions about text • discuss the ways authors group information in text • retell important facts in a text, heard or read • identify the topic and details in expository text heard or read, referring to the words and/ or illustrations *Continued*

Eng II (9)	Prerequisite Skills/Links to TEKS Vertical Alignment
	Reading/comprehension skills (figure 19)*

- reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images)
- make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence
- make complex inferences about text and use textual evidence to support understanding
- reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images)
- make connections between and across texts, including other media (e.g., film, play), and provide textual evidence
- summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts
- ask literal, interpretive, evaluative, and universal questions of text
- make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence
- summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts
- establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension
- ask literal, interpretive, and evaluative questions of text
- make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence
- summarize information in text, maintaining meaning and logical order
- monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)
- retell important events in stories in logical order
- establish purposes for reading selected texts based upon content to enhance comprehension
- make inferences about text and use textual evidence to support understanding
- ask literal questions of text
- retell or act out important events in stories in logical order
- establish purposes for reading selected texts based upon desired outcome to enhance comprehension
- make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence
- monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)
- retell or act out important events in stories
- make inferences based on the cover, title, illustrations, and plot
- ask and respond to questions about text
- discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language)

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Eng II (9)	Prerequisite Skills/Links to TEKS Vertical Alignment
	Reading/beginning reading/strategies* • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations **Comprehension of text read aloud skills*** • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 1 – Understanding and Analysis Across Genres: The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
English II (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. Readiness Standard	Uses text evidence to demonstrate comprehension across genres.

Eng II (19)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images) • make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence • make complex inferences about text and use textual evidence to support understanding • reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images) • make connections between and across texts, including other media (e.g., film, play), and provide textual evidence • summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts • ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text

Continued

Eng II (19)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) **Reading/beginning reading/strategies** • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations **Comprehension of text read aloud skills** • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2 – Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
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. The student is expected to (B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; Supporting Standard (C) relate the figurative language of a literary work to its historical and cultural setting. Supporting Standard	Identifies the impact of setting on the theme.

Eng II (2)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• relate the figurative language of a literary work to its historical and cultural setting • analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature • analyze how the genre of texts with similar themes shapes meaning • explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work • compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths) • analyze literary works that share similar themes across cultures • analyze how place and time influence the theme or message of a literary work • describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories) • describe multiple themes in a work of fiction • compare and contrast the historical and cultural settings of two literary works • analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures • infer the implicit theme of a work of fiction, distinguishing theme from the topic • explain the effect of a historical event or movement on the theme of a work of literature • describe the phenomena explained in origin myths from various cultures • compare and contrast the themes or moral lessons of several works of fiction from various cultures • compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature • summarize and explain the lesson or message of a work of fiction as its theme

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Eng II (2)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• compare and contrast the settings in myths and traditional folktales • paraphrase the themes and supporting details of fables, legends, myths, or stories • compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot • identify moral lessons as themes in well-known fables, legends, myths, or stories • explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales • connect the meaning of a well-known story or fable to personal experiences • recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures • recognize sensory details • discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience • identify elements of a story including setting, character, and key events **Listening and speaking/listening*** • follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes • listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration • evaluate the effectiveness of a speaker's main and supporting ideas • summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices • follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems • listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims • draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) • paraphrase the major ideas and supporting evidence in formal and informal presentations • follow and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective • determine both main and supporting ideas in the speaker's message • follow, restate, and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective • follow, restate, and give oral instructions that involve a series of related sequences of action • listen attentively to speakers, ask relevant questions, and make pertinent comments

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Eng II (2)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• follow, restate, and give oral instructions that involve a short related sequence of actions • listen attentively to speakers and ask relevant questions to clarify information • follow oral directions that involve a short related sequence of actions • listen attentively by facing speakers and asking questions to clarify information **Listening comprehension skills*** • show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately • show understanding of the new language being spoken by English-speaking teachers and peers (ELL)

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2 – Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
English II (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. The student is expected to (A) analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry. Supporting Standard	Uses text evidence to identify structure and elements in poetry.

Eng II (3)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry • compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry) • analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem • explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem • analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems • explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse) • describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse) • describe how rhyme, rhythm, and repetition interact to create images in poetry • respond to and use rhythm, rhyme, and alliteration in poetry • respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds **Reading/beginning reading skills/phonological awareness*** *Phonological Awareness at the Word Level* • segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/ s/ p/ l/ a/ t/) • isolate initial, medial, and final sounds in one-syllable spoken words • blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr) • recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g.,/ b/ l/ o/ w/ to/ g/ l/ o/ w/) • distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/ bite)

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Eng II (3)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr) • segment spoken one-syllable words into two to three phonemes (e.g., dog:/ d/ …/ o/ …/ g/) • isolate the initial sound in one-syllable spoken words • blend spoken phonemes to form one-syllable words (e.g.,/ m/ …/ a/ …/ n/ says man) • blend spoken onsets and rimes to form simple words (e.g., onset/ c/ and rime/ at/ make cat) • recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball") • distinguish orally presented rhyming pairs of words from non-rhyming pairs • orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?") • identify syllables in spoken words • identify a sentence made up of a group of words **Phonological awareness skills*** • recognize and blend two phonemes into real words with pictorial support • combine onset and rime to form familiar one-syllable words without pictorial support • combine onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support • produce a word that begins with the same sound as a given pair of words • produce a word that rhymes with a given word • delete a syllable from a word • combine syllables into words • delete a word from a compound word • combine words to make a compound word • separate a normally spoken four-word sentence into individual words

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2 – Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
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. The student is expected to (A) analyze how archetypes and motifs in drama affect the plot of plays. Supporting Standard	Uses text evidence to identify how structure enhances dramatic texts.

Eng II (4)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text • analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays • explain a playwright's use of dialogue and stage directions • explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line • analyze the similarities and differences between an original text and its dramatic adaptation • describe the structural elements particular to dramatic literature • explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed • identify the elements of dialogue and use them in informal plays **Dramatic expression skills** • create or recreate stories, moods, or experiences through dramatic representations **Reading/comprehension skills (figure 19)*** • reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images) • make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence • make complex inferences about text and use textual evidence to support understanding • reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images) • make connections between and across texts, including other media (e.g., film, play), and provide textual evidence • summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts • ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence

Continued

Eng II (4)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) **Reading/beginning reading/strategies*** • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations

Continued

Eng II (4)	Prerequisite Skills/Links to TEKS Vertical Alignment
	Comprehension of text read aloud skills* • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2 – Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
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. The student is expected to (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 (B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures; Supporting Standard (C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction. Supporting Standard	Uses text evidence to identify the elements of fiction in literary texts.

Eng II (5)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature • analyze the way in which a work of fiction is shaped by the narrator's point of view • analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils • analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development • analyze different forms of point of view, including limited versus omniscient, subjective versus objective • analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict • analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved • analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited • analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts • explain the influence of the setting on plot development • describe different forms of point-of-view, including first- and third-person

Continued

Eng II (5)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• recognize dialect and conversational voice and explain how authors use dialect to convey character • summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction • explain different forms of third-person points of view in stories • explain the roles and functions of characters in various plots, including their relationships and conflicts • describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events • identify whether the narrator or speaker of a story is first or third person • describe the interaction of characters including their relationships and the changes they undergo • sequence and summarize the plot's main events and explain their influence on future events • describe main characters in works of fiction, including their traits, motivations, and feelings • describe similarities and differences in the plots and settings of several works by the same author • describe characters in a story and the reasons for their actions and feelings • describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events • describe characters in a story and the reasons for their actions • retell a main event from a story read aloud **Reading/comprehension skills (figure 19)*** • reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images) • make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence • make complex inferences about text and use textual evidence to support understanding • reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images) • make connections between and across texts, including other media (e.g., film, play), and provide textual evidence • summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts • ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order

Continued

Eng II (5)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • use information learned from books by describing, relating, categorizing, or comparing and contrasting • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) **Reading/beginning reading/strategies*** • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations **Comprehension of text read aloud skills*** • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2 – Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
English II (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. The student is expected to (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 Standard	Recognizes the author's use of language in literary nonfiction.

Eng II (6)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event • analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience • describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it • identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography • identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life • identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography • explain the difference in point of view between a biography and autobiography • distinguish between fiction and nonfiction • determine whether a story is true or a fantasy and explain why **Reading/comprehension skills (figure 19)*** • reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images) • make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence • make complex inferences about text and use textual evidence to support understanding • reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images)

Continued

Eng II (6)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• make connections between and across texts, including other media (e.g., film, play), and provide textual evidence • summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts • ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding • ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) **Reading/beginning reading/strategies*** • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)

Continued

Eng II (6)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations **Comprehension of text read aloud skills*** • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2 – Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
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. The student is expected to (A) explain the function of symbolism, allegory, and allusions in literary works. Supporting Standard	Recognizes the impact and meaning of figurative and sensory language in literary texts.

Eng II (7)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• explain the role of irony, sarcasm, and paradox in literary works • explain the effect of similes and extended metaphors in literary text • determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood • explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains • evaluate the impact of sensory details, imagery, and figurative language in literary text • identify the author's use of similes and metaphors to produce imagery • identify language that creates a graphic visual experience and appeals to the senses • recognize that some words and phrases have literal and non-literal meanings (e.g., take steps) • recognize sensory details in literary text **Reading/vocabulary development*** • 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 • 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 • analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words • describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., *caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo*) • produce analogies that describe a function of an object or its description

Continued

Eng II (7)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna) • complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____) • 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 • identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., *habeus corpus, e pluribus unum, bona fide, nemesis*) • complete analogies that describe part to whole or whole to part • use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words • explain the meaning of foreign words and phrases commonly used in written English (e.g., *RSVP, que sera sera*) • complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: ____ or pen:ink as book: _____) • use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words • 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 • identify and explain the meaning of common idioms, adages, and other sayings • produce analogies with known antonyms and synonyms • use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words • use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words • identify the meaning of common idioms • complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____) • use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words • determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes • alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words • identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles) • identify and use antonyms, synonyms, homographs, and homophones • use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs • identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots • alphabetize a series of words and use a dictionary or a glossary to find words • identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning • use context to determine the relevant meaning of unfamiliar words or multiple-meaning words

Continued

Eng II (7)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• use prefixes and suffixes to determine the meaning of words (e.g., allow/ disallow) • alphabetize a series of words to the first or second letter and use a dictionary to find words • identify and sort words into conceptual categories (e.g., opposites, living things) • determine what words mean from how they are used in a sentence, either heard or read • determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime) • identify words that name actions (verbs) and words that name persons, places, or things (nouns) • use a picture dictionary to find words • identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures) • recognize that compound words are made up of shorter words • identify and use words that name actions, directions, positions, sequences, and locations **Sentences and structure skills*** • attempt to use new vocabulary and grammar in speech (ELL) • use single words and simple phrases to communicate meaning in social situations (ELL) **Vocabulary skills*** • increase listening vocabulary and begin to develop vocabulary of object names and common phrases in English (ELL) • use a large speaking vocabulary, adding several new words daily • demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses • demonstrate understanding of terms used in the instructional language of the classroom

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2 – Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
English II (12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. The student is expected to (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; Supporting Standard (D) evaluate changes in formality and tone within the same medium for specific audiences and purposes. Supporting Standard	Recognizes the ways various forms of media work together to communicate ideas in literary texts.

Eng II (12)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• evaluate changes in formality and tone within the same medium for specific audiences and purposes • analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music) • compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet) • compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts • evaluate various techniques used to create a point of view in media and the impact on audience • evaluate the role of media in focusing attention on events and informing opinion on issues • assess the correct level of formality and tone for successful participation in various digital media • interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message • evaluate various ways media influences and informs audiences • interpret both explicit and implicit messages in various forms of media • critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages • recognize how various techniques influence viewers' emotions • explain messages conveyed in various forms of media • analyze various digital media venues for levels of formality and informality • identify the point of view of media presentations • consider the difference in techniques used in media (e.g., commercials, documentaries, news)

Continued

Eng II (12)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news) • explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects) • explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior • compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article) • explain how various design techniques used in media influence the message (e.g., shape, color, sound) • understand how communication changes when moving from one genre of media to another • identify various written conventions for using digital media (e.g., e-mail, website, video game) • describe techniques used to create media messages (e.g., sound, graphics) • recognize different purposes of media (e.g., informational, entertainment) • recognize different purposes of media (e.g., informational, entertainment) (with adult assistance) • identify techniques used in media (e.g., sound, movement) • identify different forms of media (e.g., advertisements, newspapers, radio programs) **Reading/beginning reading skills/print awareness*** • distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks) • identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents) • read texts by moving from top to bottom of the page and tracking words from left to right with return sweep • recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation) • sequence the letters of the alphabet • recognize that spoken words are represented in written English by specific sequences of letters • identify upper- and lower-case letters • identify different parts of a book (e.g., front and back covers, title page) • hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right • recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping) • recognize the difference between a letter and a printed word • demonstrate the one-to-one correspondence between a spoken word and a printed word in text • recognize that spoken words can be represented by print for communication **Alphabet knowledge skills*** • name at least 20 upper and at least 20 lower case letters **Motivation to read skills*** • ask to be read to or ask the meaning of written text

Continued

Eng II (12)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• use books and other written materials to engage in pre-reading behaviors • engage in pre-reading and reading-related activities **Listening and speaking/listening*** • follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes • listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration • evaluate the effectiveness of a speaker's main and supporting ideas • summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices • follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems • listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims • draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) • paraphrase the major ideas and supporting evidence in formal and informal presentations • follow and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective • determine both main and supporting ideas in the speaker's message • follow, restate, and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective • follow, restate, and give oral instructions that involve a series of related sequences of action • listen attentively to speakers, ask relevant questions, and make pertinent comments • follow, restate, and give oral instructions that involve a short related sequence of actions • listen attentively to speakers and ask relevant questions to clarify information • follow oral directions that involve a short related sequence of actions • listen attentively by facing speakers and asking questions to clarify information **Listening comprehension skills*** • show understanding of the new language being spoken by English-speaking teachers and peers (ELL) • show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 2 – Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
English II (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. Readiness Standard (Fiction)/ Supporting Standard (Literary Nonfiction, Poetry, Drama)	Uses text evidence to make inferences from literary texts.

Eng II (19)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images) • make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence • make complex inferences about text and use textual evidence to support understanding • reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images) • make connections between and across texts, including other media (e.g., film, play), and provide textual evidence • summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts • ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding

Continued

Eng II (19)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) **Reading/beginning reading/strategies** • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations **Comprehension of text read aloud skills** • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 3 – Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
English II (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. The student is expected to (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. Readiness Standard	Uses text evidence to identify the author's purpose in informational texts.

Eng II (8)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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 • analyze works written on the same topic and compare how the authors achieved similar or different purposes • explain the difference between the theme of a literary work and the author's purpose in an expository text • compare and contrast the stated or implied purposes of different authors writing on the same topic • draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved • explain the difference between a stated and an implied purpose for an expository text • identify the topic and locate the author's stated purposes in writing the text • identify the topic and explain the author's purpose in writing the text • identify the topic and explain the author's purpose in writing about the text • identify the topic of an informational text heard **Listening and speaking/listening*** • follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes • listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration • evaluate the effectiveness of a speaker's main and supporting ideas • summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices • follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems

Continued

Eng II (8)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims • draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) • paraphrase the major ideas and supporting evidence in formal and informal presentations • follow and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective • determine both main and supporting ideas in the speaker's message • follow, restate, and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective • follow, restate, and give oral instructions that involve a series of related sequences of action • listen attentively to speakers, ask relevant questions, and make pertinent comments • follow, restate, and give oral instructions that involve a short related sequence of actions • listen attentively to speakers and ask relevant questions to clarify information • follow oral directions that involve a short related sequence of actions • listen attentively by facing speakers and asking questions to clarify information **Listening comprehension skills*** • show understanding of the new language being spoken by English-speaking teachers and peers (ELL) • show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 3 – Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
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. The student is 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; Readiness Standard (B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts; Supporting Standard (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns. Readiness Standard	Uses text evidence to draw conclusions from informational texts.

Eng II (9)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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 • differentiate between opinions that are substantiated and unsubstantiated in the text • 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 • make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns • distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text • summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order • 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 • use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text • distinguish factual claims from commonplace assertions and opinions • evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning • explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint

Continued

Eng II (9)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• explain whether facts included in an argument are used for or against an issue • summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions • synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres • use multiple text features and graphics to gain an overview of the contents of text and to locate information • analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas • determine the facts in text and verify them through established methods • summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order • use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information • describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison • distinguish fact from opinion in a text and explain how to verify what is a fact • summarize the main idea and supporting details in text in ways that maintain meaning • use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text • identify explicit cause and effect relationships among ideas in texts • draw conclusions from the facts presented in text and support those assertions with textual evidence • identify the details or facts that support the main idea • use text features (e.g., table of contents, index, headings) to locate specific information in text • describe the order of events or ideas in a text • locate the facts that are clearly stated in a text • identify the main idea in a text and distinguish it from the topic • use text features (e.g., title, tables of contents, illustrations) to locate specific information in text • retell the order of events in a text by referring to the words and/ or illustrations • identify important facts or details in text, heard or read • restate the main idea, heard or read • use titles and illustrations to make predictions about text • discuss the ways authors group information in text • retell important facts in a text, heard or read • identify the topic and details in expository text heard or read, referring to the words and/ or illustrations

Continued

Eng II (9)	Prerequisite Skills/Links to TEKS Vertical Alignment
	Reading/comprehension skills (figure 19)*

- reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images)
- make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence
- make complex inferences about text and use textual evidence to support understanding
- reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images)
- make connections between and across texts, including other media (e.g., film, play), and provide textual evidence
- summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts
- ask literal, interpretive, evaluative, and universal questions of text
- make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence
- summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts
- establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension
- ask literal, interpretive, and evaluative questions of text
- make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence
- summarize information in text, maintaining meaning and logical order
- monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)
- retell important events in stories in logical order
- establish purposes for reading selected texts based upon content to enhance comprehension
- make inferences about text and use textual evidence to support understanding
- ask literal questions of text
- retell or act out important events in stories in logical order
- establish purposes for reading selected texts based upon desired outcome to enhance comprehension
- make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence
- monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)
- retell or act out important events in stories
- make inferences based on the cover, title, illustrations, and plot
- ask and respond to questions about text
- discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language)

Continued

Eng II (9)	Prerequisite Skills/Links to TEKS Vertical Alignment
	Reading/beginning reading/strategies* • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations **Comprehension of text read aloud skills*** • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 3 – Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
English II (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. The student is expected to (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 Standard	Uses text evidence to identify the author's argument in persuasive texts.

Eng II (10)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions • analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience • analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts • compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents • identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts • analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument • identify simply faulty reasoning used in persuasive texts • compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence • recognize exaggerated, contradictory, or misleading statements in text • identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument • explain how an author uses language to present information to influence what the reader thinks or does • identify what the author is trying to persuade the reader to think or do **Listening and speaking/speaking*** • give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively

Continued

Eng II (10)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• advocate a position using anecdotes, analogies, and/ or illustrations, and use eye contact, speaking rate, volume, enunciation , a variety of natural gestures, and conventions of language to communicate ideas effectively • present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively • give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively • give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively • express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively • speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively • share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language • share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language • share information and ideas by speaking audibly and clearly using the conventions of language **Speech production skills*** • investigate and demonstrate growing understanding of the sounds and intonation of the English language (ELL) **Speaking (conversation) skills*** • match language to social contexts • demonstrate knowledge of nonverbal conversational rules • demonstrate knowledge of verbal conversational rules • provide appropriate information for various situations • engage in conversations in appropriate ways • use language for different purposes

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 3 – Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
English II (11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. The student is expected to (A) evaluate text for the clarity of its graphics and its visual appeal; Supporting Standard (B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics). Supporting Standard	Follows instructions in procedural texts to determine clarity.

Eng II (11)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• analyze factual, quantitative, or technical data presented in multiple graphical sources • analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications) • evaluate graphics for their clarity in communicating meaning or achieving a specific purpose • analyze text for missing or extraneous information in multi-step directions or legends for diagrams • explain the function of the graphical components of a text • follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures • interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams • follow multi-tasked instructions to complete a task, solve a problem, or perform procedures • interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams • interpret details from procedural text to complete a task, solve a problem, or perform procedures • explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations) • determine the sequence of activities needed to carry out a procedure (e.g., following a recipe) • locate and use specific information in graphic features of text • follow and explain a set of written multi-step directions • use common graphic features to assist in the interpretation of text (e.g., captions, illustrations) • follow written multi-step directions

Continued

Eng II (11)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• explain the meaning of specific signs and symbols (e.g., map features) • follow written multi-step directions with picture cues to assist with understanding • identify the meaning of specific signs (e.g., traffic signs, warning signs) • follow pictorial directions (e.g., recipes, science experiments) **Listening and speaking/listening*** • follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes • listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration • evaluate the effectiveness of a speaker's main and supporting ideas • summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices • follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems • listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims • draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) • paraphrase the major ideas and supporting evidence in formal and informal presentations • follow and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective • determine both main and supporting ideas in the speaker's message • follow, restate, and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective • follow, restate, and give oral instructions that involve a series of related sequences of action • listen attentively to speakers, ask relevant questions, and make pertinent comments • follow, restate, and give oral instructions that involve a short related sequence of actions • listen attentively to speakers and ask relevant questions to clarify information • follow oral directions that involve a short related sequence of actions • listen attentively by facing speakers and asking questions to clarify information **Listening comprehension skills*** • show understanding of the new language being spoken by English-speaking teachers and peers (ELL)

Continued

Eng II (11)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 3 – Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
English II (12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. The student is expected to (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; Supporting Standard (D) evaluate changes in formality and tone within the same medium for specific audiences and purposes. Supporting Standard	Recognizes the ways various forms of media work together to communicate information in expository texts.

Eng II (12)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• evaluate changes in formality and tone within the same medium for specific audiences and purposes • analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music) • compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet) • compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts • evaluate various techniques used to create a point of view in media and the impact on audience • evaluate the role of media in focusing attention on events and informing opinion on issues • assess the correct level of formality and tone for successful participation in various digital media • interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message • evaluate various ways media influences and informs audiences • interpret both explicit and implicit messages in various forms of media • critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages • recognize how various techniques influence viewers' emotions • explain messages conveyed in various forms of media • analyze various digital media venues for levels of formality and informality • identify the point of view of media presentations • consider the difference in techniques used in media (e.g., commercials, documentaries, news) • explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news)

Continued

Eng II (12)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects) • explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior • compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article) • explain how various design techniques used in media influence the message (e.g., shape, color, sound) • understand how communication changes when moving from one genre of media to another • identify various written conventions for using digital media (e.g., e-mail, website, video game) • describe techniques used to create media messages (e.g., sound, graphics) • recognize different purposes of media (e.g., informational, entertainment) • recognize different purposes of media (e.g., informational, entertainment) (with adult assistance) • identify techniques used in media (e.g., sound, movement) • identify different forms of media (e.g., advertisements, newspapers, radio programs) **Reading/beginning reading skills/print awareness*** • distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks) • identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents) • read texts by moving from top to bottom of the page and tracking words from left to right with return sweep • recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation) • sequence the letters of the alphabet • recognize that spoken words are represented in written English by specific sequences of letters • identify upper- and lower-case letters • identify different parts of a book (e.g., front and back covers, title page) • hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right • recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping) • recognize the difference between a letter and a printed word • demonstrate the one-to-one correspondence between a spoken word and a printed word in text • recognize that spoken words can be represented by print for communication **Alphabet knowledge skills*** • name at least 20 upper and at least 20 lower case letters

Continued

Eng II (12)	Prerequisite Skills/Links to TEKS Vertical Alignment
	Motivation to read skills* • ask to be read to or ask the meaning of written text • use books and other written materials to engage in pre-reading behaviors • engage in pre-reading and reading-related activities **Listening and speaking/listening*** • follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes • listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration • evaluate the effectiveness of a speaker's main and supporting ideas • summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices • follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems • listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims • draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) • paraphrase the major ideas and supporting evidence in formal and informal presentations • follow and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective • determine both main and supporting ideas in the speaker's message • follow, restate, and give oral instructions that include multiple action steps • listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective • follow, restate, and give oral instructions that involve a series of related sequences of action • listen attentively to speakers, ask relevant questions, and make pertinent comments • follow, restate, and give oral instructions that involve a short related sequence of actions • listen attentively to speakers and ask relevant questions to clarify information • follow oral directions that involve a short related sequence of actions • listen attentively by facing speakers and asking questions to clarify information **Listening comprehension skills*** • show understanding of the new language being spoken by English-speaking teachers and peers (ELL)

Continued

Eng II (12)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• show understanding by following two-step oral directions and usually follow three-step directions • show understanding by responding appropriately

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 3 – Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
English II (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. Readiness Standard (Expository)/ Supporting Standard (Persuasive)	Uses text evidence to make inferences from informational texts.

Eng II (19)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images) • make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence • make complex inferences about text and use textual evidence to support understanding • reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images) • make connections between and across texts, including other media (e.g., film, play), and provide textual evidence • summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts • ask literal, interpretive, evaluative, and universal questions of text • make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence • summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts • establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension • ask literal, interpretive, and evaluative questions of text • make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence • summarize information in text, maintaining meaning and logical order • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) • retell important events in stories in logical order • establish purposes for reading selected texts based upon content to enhance comprehension • make inferences about text and use textual evidence to support understanding

Continued

Eng II (19)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• ask literal questions of text • retell or act out important events in stories in logical order • establish purposes for reading selected texts based upon desired outcome to enhance comprehension • make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence • monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) • retell or act out important events in stories • make inferences based on the cover, title, illustrations, and plot • ask and respond to questions about text • discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) **Reading/beginning reading/strategies** • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions • ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text • use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions • establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud) • ask relevant questions, seek clarification, and locate facts and details about stories and other texts • confirm predictions about what will happen next in text by "reading the part that tells" • ask and respond to questions about texts read aloud • predict what might happen next in text based on the cover, title, and illustrations **Comprehension of text read aloud skills** • ask and answer appropriate questions about the book • use information learned from books by describing, relating, categorizing, or comparing and contrasting • retell or re-enact a story after it is read aloud

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 4 – Composition: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling thesis; coherent organization; sufficient development; and effective use of language and conventions.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
English II (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is 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; Readiness Standard (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; Readiness Standard (D) edit drafts for grammar, mechanics, and spelling. Readiness Standard	Uses the writing process to compose a cohesive text.

Eng II (13)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• 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 • plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea • 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 • revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed • revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences • edit drafts for grammar, mechanics, and spelling • develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing

Continued

Eng II (13)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea • revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed • revise final draft in response to feedback from peers and teacher and publish written work for a specific audience • edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric • revise drafts for coherence, organization, use of simple and compound sentences, and audience • develop drafts by categorizing ideas and organizing them into paragraphs • plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals) • publish written work for a specific audience • revise drafts by adding or deleting words, phrases, or sentences • publish and share writing with others • edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric • develop drafts by sequencing ideas through writing sentences • plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) • revise drafts by adding or deleting a word, phrase, or sentence • share writing with others • edit drafts by leaving spaces between letters and words • revise drafts by adding details or sentences • develop drafts by sequencing the action or details in the story • plan a first draft by generating ideas for writing through class discussion **Independently conveys meaning skills** • use letters or symbols to make words or parts of words **Motivation to write skills** • use scribbles/ writing to convey meaning **Research/research plan*** • formulate a plan for engaging in research on a complex, multi-faceted topic • brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic • apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches • generate a research plan for gathering relevant information about the major research question

Continued

Eng II (13)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic • generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question • generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic • decide what sources of information might be relevant to answer open-ended questions about one or two topics of class-wide interest • generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics • decide what sources or people in the classroom, school, library, or home can answer questions about topics of class-wide interest • ask questions about topics of class-wide interest **Research/gathering sources*** • paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number) • organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs) • follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry • record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format • categorize information thematically in order to see the larger constructs inherent in the information • follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies • identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format • record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/ visual data (e.g., charts, diagrams, timelines) into written notes • differentiate between primary and secondary sources • follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics) • differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources • identify the author, title, publisher, and publication year of sources • take simple notes and sort evidence into provided categories or an organizer

Continued

Eng II (13)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics) • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information • gather evidence from available sources (natural and personal) as well as from interviews with local experts • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information • use pictures in conjunction with writing when documenting research • gather evidence from provided text sources **Research/synthesizing information*** • critique the research process at each step to implement changes as the need occurs and is identified • modify the major research question as necessary to refocus the research plan • evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity • utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another • narrow or broaden the major research question, if necessary, based on further research and investigation • utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another • evaluate the relevance and reliability of sources for the research • refine the major research question, if necessary, guided by the answers to a secondary set of questions • evaluate the relevance, validity, and reliability of sources for the research • improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic) • revise the topic as a result of answers to initial research questions **Research/organizing and presenting ideas*** • synthesize the research into a written or oral presentation that uses a style manual (e.g., *Modern Language Association, Chicago Manual of Style*) to document sources and format written materials • synthesize the research into a written or oral presentation that uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research *Continued*

Eng II (13)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• synthesize the research into a written or oral presentation that uses graphics and illustrations to help explain concepts where appropriate • synthesize the research into a written or oral presentation that provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view • synthesize the research into a written or oral presentation that marshals evidence in support of a clear thesis statement and related claims • synthesize the research into a written or an oral presentation that follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas • synthesize the research into a written or an oral presentation that presents the findings in a meaningful format • synthesize the research into a written or an oral presentation that marshals evidence to explain the topic and gives relevant reasons for conclusions • synthesize the research into a written or an oral presentation that draws conclusions and summarizes or paraphrases the findings in a systematic way • synthesize the research into a written or an oral presentation that uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited) • synthesize the research into a written or an oral presentation that presents the findings in a consistent format • synthesize the research into a written or an oral presentation that develops a topic sentence, summarizes findings, and uses evidence to support conclusions • synthesize the research into a written or an oral presentation that compiles important information from multiple sources • draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used • create a visual display or dramatization to convey the results of the research

*These prerequisite skills were borrowed from different knowledge and skills banks due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 4 – Composition: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling thesis; coherent organization; sufficient development; and effective use of language and conventions.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation
English II (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. The student is expected to (A) write an [analytical] essay of sufficient length Readiness Standard 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; and (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement.	Creates an expository text to communicate information.

Eng II (15)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience • write an interpretative response to an expository or a literary text (e.g., essay or review) that: (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices • write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; and (ii) reader-friendly formatting techniques • 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; *Continued*

Eng II (15)	Prerequisite Skills/Links to TEKS Vertical Alignment
	(iii) a controlling idea or thesis; (iv) an organizing structure appropriate to purpose, audience, and context; and (v) relevant information and valid inferences • produce a multimedia presentation involving text, graphics, images, and sound using available technology • write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate • write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context • write a multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (iv) accurately synthesizes ideas from several sources; and (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs • write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate • produce a multimedia presentation involving text and graphics using available technology • write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing) • create multi-paragraph essays to convey information about the topic that: (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader's understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; and (iv) use a variety of sentence structures and transitions to link paragraphs • write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing) • write responses to literary or expository texts and provide evidence from the text to demonstrate understanding • write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing) • create brief compositions that: (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations; and (iii) contain a concluding statement • write responses to literary or expository texts that demonstrate an understanding of the text • write brief comments on literary or informational texts

Continued

Eng II (15)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) • write brief compositions about topics of interest to the student • dictate or write information for lists, captions, or invitations **Research/research plan*** • formulate a plan for engaging in research on a complex, multi-faceted topic • brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic • apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches • generate a research plan for gathering relevant information about the major research question • brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic • generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question • generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic • decide what sources of information might be relevant to answer open-ended questions about one or two topics of class-wide interest • generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics • decide what sources or people in the classroom, school, library, or home can answer questions about topics of class-wide interest • ask questions about topics of class-wide interest **Research/gathering sources*** • paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number) • organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs) • follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry • record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format • categorize information thematically in order to see the larger constructs inherent in the information • follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies • identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format • record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/ visual data (e.g., charts, diagrams, timelines) into written notes *Continued*

Eng II (15)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• differentiate between primary and secondary sources • follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics) • differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources • identify the author, title, publisher, and publication year of sources • take simple notes and sort evidence into provided categories or an organizer • follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics) • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information • gather evidence from available sources (natural and personal) as well as from interviews with local experts • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information • use pictures in conjunction with writing when documenting research • gather evidence from provided text sources **Research/synthesizing information*** • critique the research process at each step to implement changes as the need occurs and is identified • modify the major research question as necessary to refocus the research plan • evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity • utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another • narrow or broaden the major research question, if necessary, based on further research and investigation • utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another • evaluate the relevance and reliability of sources for the research • refine the major research question, if necessary, guided by the answers to a secondary set of questions •

Continued

Eng II (15)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• evaluate the relevance, validity, and reliability of sources for the research • improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic) • revise the topic as a result of answers to initial research questions **Research/organizing and presenting ideas*** • synthesize the research into a written or oral presentation that uses a style manual (e.g., *Modern Language Association, Chicago Manual of Style*) to document sources and format written materials • synthesize the research into a written or oral presentation that uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research • synthesize the research into a written or oral presentation that uses graphics and illustrations to help explain concepts where appropriate • synthesize the research into a written or oral presentation that provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view • synthesize the research into a written or oral presentation that marshals evidence in support of a clear thesis statement and related claims • synthesize the research into a written or oral presentation that provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view • synthesize the research into a written or an oral presentation that follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas • synthesize the research into a written or an oral presentation that presents the findings in a meaningful format • synthesize the research into a written or an oral presentation that marshals evidence to explain the topic and gives relevant reasons for conclusions • synthesize the research into a written or an oral presentation that draws conclusions and summarizes or paraphrases the findings in a systematic way • synthesize the research into a written or an oral presentation that uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited) • synthesize the research into a written or an oral presentation that presents the findings in a consistent format • synthesize the research into a written or an oral presentation that develops a topic sentence, summarizes findings, and uses evidence to support conclusions • synthesize the research into a written or an oral presentation that compiles important information from multiple sources • draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used • create a visual display or dramatization to convey the results of the research

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 4 – Composition: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling thesis; coherent organization; sufficient development; and effective use of language and conventions.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
English II (16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. The student is expected to write an argumentative essay to the appropriate audience Readiness Standard 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.	Creates a persuasive text using sound reasoning and structure appropriate to purpose and audience.

Eng II (16)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• write an argumentative essay to the appropriate audience that includes an analysis of the relative value of specific data, facts, and ideas • write an argumentative essay to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context • write an argumentative essay to the appropriate audience that includes counter-arguments based on evidence to anticipate and address objections • write an argumentative essay to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence • write an argumentative essay to the appropriate audience that includes consideration of the whole range of information and views on the topic and accurate and honest representation of these views • write a persuasive essay to the appropriate audience that includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion • write a persuasive essay to the appropriate audience that considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments • write a persuasive essay to the appropriate audience that establishes a clear thesis or position

Continued

Eng II (16)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives • write persuasive essays for appropriate audiences that establish a position and use supporting details • write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community **Research/research plan*** • formulate a plan for engaging in research on a complex, multi-faceted topic • brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic • apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches • generate a research plan for gathering relevant information about the major research question • brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic • generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question • generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic • decide what sources of information might be relevant to answer open-ended questions about one or two topics of class-wide interest • generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics • decide what sources or people in the classroom, school, library, or home can answer questions about topics of class-wide interest • ask questions about topics of class-wide interest **Research/gathering sources*** • paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number) • organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs) • follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry • record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format • categorize information thematically in order to see the larger constructs inherent in the information • follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies • identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format • record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/ visual data (e.g., charts, diagrams, timelines) into written notes *Continued*

Eng II (16)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• differentiate between primary and secondary sources • follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics) • differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources • identify the author, title, publisher, and publication year of sources • take simple notes and sort evidence into provided categories or an organizer • follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics) • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information • gather evidence from available sources (natural and personal) as well as from interviews with local experts • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information • use pictures in conjunction with writing when documenting research • gather evidence from provided text sources **Research/synthesizing information*** • critique the research process at each step to implement changes as the need occurs and is identified • modify the major research question as necessary to refocus the research plan • evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity • utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another • narrow or broaden the major research question, if necessary, based on further research and investigation • utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another • evaluate the relevance and reliability of sources for the research • refine the major research question, if necessary, guided by the answers to a secondary set of questions

Continued

Eng II (16)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• evaluate the relevance, validity, and reliability of sources for the research • improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic) • revise the topic as a result of answers to initial research questions **Research/organizing and presenting ideas*** • synthesize the research into a written or oral presentation that uses a style manual (e.g., *Modern Language Association, Chicago Manual of Style*) to document sources and format written materials • synthesize the research into a written or oral presentation that uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research • synthesize the research into a written or oral presentation that uses graphics and illustrations to help explain concepts where appropriate • synthesize the research into a written or oral presentation that provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view • synthesize the research into a written or oral presentation that marshals evidence in support of a clear thesis statement and related claims • synthesize the research into a written or an oral presentation that follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas • synthesize the research into a written or an oral presentation that presents the findings in a meaningful format • synthesize the research into a written or an oral presentation that marshals evidence to explain the topic and gives relevant reasons for conclusions • synthesize the research into a written or an oral presentation that draws conclusions and summarizes or paraphrases the findings in a systematic way • synthesize the research into a written or an oral presentation that uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited) • synthesize the research into a written or an oral presentation that presents the findings in a consistent format • synthesize the research into a written or an oral presentation that develops a topic sentence, summarizes findings, and uses evidence to support conclusions • synthesize the research into a written or an oral presentation that compiles important information from multiple sources • draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used • create a visual display or dramatization to convey the results of the research

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 5 – Revision: The student will demonstrate an ability to revise a variety of written texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
English II (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to (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. Readiness Standard	Revises a text to clarify meaning.

Eng II (13)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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 • plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea • 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 • revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed • revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences • edit drafts for grammar, mechanics, and spelling • develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing • plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea • revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed • revise final draft in response to feedback from peers and teacher and publish written work for a specific audience

Continued

Eng II (13)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric • revise drafts for coherence, organization, use of simple and compound sentences, and audience • develop drafts by categorizing ideas and organizing them into paragraphs • plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals) • publish written work for a specific audience • revise drafts by adding or deleting words, phrases, or sentences • publish and share writing with others • edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric • develop drafts by sequencing ideas through writing sentences • plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) • revise drafts by adding or deleting a word, phrase, or sentence • share writing with others • edit drafts by leaving spaces between letters and words • revise drafts by adding details or sentences • develop drafts by sequencing the action or details in the story • plan a first draft by generating ideas for writing through class discussion **Independently conveys meaning skills** • use letters or symbols to make words or parts of words **Motivation to write skills** • use scribbles/ writing to convey meaning **Research/research plan*** • formulate a plan for engaging in research on a complex, multi-faceted topic • brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic • apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches • generate a research plan for gathering relevant information about the major research question • brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic • generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question • generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic • decide what sources of information might be relevant to answer open-ended questions about one or two topics of class-wide interest

Continued

Eng II (13)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics • decide what sources or people in the classroom, school, library, or home can answer questions about topics of class-wide interest • ask questions about topics of class-wide interest **Research/gathering sources*** • paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number) • organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs) • follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry • record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format • categorize information thematically in order to see the larger constructs inherent in the information • follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies • identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format • record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/ visual data (e.g., charts, diagrams, timelines) into written notes • differentiate between primary and secondary sources • follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics) • differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources • identify the author, title, publisher, and publication year of sources • take simple notes and sort evidence into provided categories or an organizer • follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics) • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information • gather evidence from available sources (natural and personal) as well as from interviews with local experts • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) *Continued*

Eng II (13)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information • use pictures in conjunction with writing when documenting research • gather evidence from provided text sources **Research/synthesizing information*** • critique the research process at each step to implement changes as the need occurs and is identified • modify the major research question as necessary to refocus the research plan • evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity • utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another • narrow or broaden the major research question, if necessary, based on further research and investigation • utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another • evaluate the relevance and reliability of sources for the research • refine the major research question, if necessary, guided by the answers to a secondary set of questions • evaluate the relevance, validity, and reliability of sources for the research • improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic) • revise the topic as a result of answers to initial research questions **Research/organizing and presenting ideas*** • synthesize the research into a written or oral presentation that uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials • synthesize the research into a written or oral presentation that uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research • synthesize the research into a written or oral presentation that uses graphics and illustrations to help explain concepts where appropriate • synthesize the research into a written or oral presentation that provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view • synthesize the research into a written or oral presentation that marshals evidence in support of a clear thesis statement and related claims • synthesize the research into a written or an oral presentation that follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas • synthesize the research into a written or an oral presentation that presents the findings in a meaningful format

Continued

Eng II (13)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• synthesize the research into a written or an oral presentation that marshals evidence to explain the topic and gives relevant reasons for conclusions • synthesize the research into a written or an oral presentation that draws conclusions and summarizes or paraphrases the findings in a systematic way • synthesize the research into a written or an oral presentation that uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited) • synthesize the research into a written or an oral presentation that presents the findings in a consistent format • synthesize the research into a written or an oral presentation that develops a topic sentence, summarizes findings, and uses evidence to support conclusions • synthesize the research into a written or an oral presentation that compiles important information from multiple sources • draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used • create a visual display or dramatization to convey the results of the research

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 5 – Revision: The student will demonstrate an ability to revise a variety of written texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
English II (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. The student is expected to (A) write an [analytical] essay of sufficient length that includes (i) effective introductory and concluding paragraphs and a variety of sentence structures; Supporting Standard (ii) rhetorical devices, and transitions between paragraphs; Supporting Standard (iii) a thesis or controlling idea; Supporting Standard (iv) an organizing structure appropriate to purpose, audience, and context; and Supporting Standard (v) relevant evidence and well-chosen details; Supporting Standard (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement. Supporting Standard	Revises an expository text to communicate information to a specific audience.

Eng II (15)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• write an interpretative response to an expository or a literary text (e.g., essay or review) that: (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices • produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience • write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; and (ii) reader-friendly formatting techniques • 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;

Eng II (15)	Prerequisite Skills/Links to TEKS Vertical Alignment
	(iii) a controlling idea or thesis; (iv) an organizing structure appropriate to purpose, audience, and context; and (v) relevant information and valid inferences (Eng I) • produce a multimedia presentation involving text, graphics, images, and sound using available technology • write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate • write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context • write a multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (iv) accurately synthesizes ideas from several sources; and (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs • write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate • produce a multimedia presentation involving text and graphics using available technology • write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing) • create multi-paragraph essays to convey information about the topic that: (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader's understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; and (iv) use a variety of sentence structures and transitions to link paragraphs • write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing) • write responses to literary or expository texts and provide evidence from the text to demonstrate understanding • write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing) • create brief compositions that: (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations; and (iii) contain a concluding statement • write responses to literary or expository texts that demonstrate an understanding of the text • write brief comments on literary or informational texts

Continued

Eng II (15)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) • write brief compositions about topics of interest to the student • dictate or write information for lists, captions, or invitations **Research/research plan*** • formulate a plan for engaging in research on a complex, multi-faceted topic • brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic • apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches • generate a research plan for gathering relevant information about the major research question • brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic • generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question • generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic • decide what sources of information might be relevant to answer open-ended questions about one or two topics of class-wide interest • generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics • decide what sources or people in the classroom, school, library, or home can answer questions about topics of class-wide interest • ask questions about topics of class-wide interest **Research/gathering sources*** • paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number) • organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs) • follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry • record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format • categorize information thematically in order to see the larger constructs inherent in the information • follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies • identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format • record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/ visual data (e.g., charts, diagrams, timelines) into written notes • differentiate between primary and secondary sources

Continued

Eng II (15)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics) • differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources • identify the author, title, publisher, and publication year of sources • take simple notes and sort evidence into provided categories or an organizer • follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics) • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information • gather evidence from available sources (natural and personal) as well as from interviews with local experts • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information • use pictures in conjunction with writing when documenting research • gather evidence from provided text sources **Research/synthesizing information*** • critique the research process at each step to implement changes as the need occurs and is identified • modify the major research question as necessary to refocus the research plan • evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity • utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another • narrow or broaden the major research question, if necessary, based on further research and investigation • utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another • evaluate the relevance and reliability of sources for the research • refine the major research question, if necessary, guided by the answers to a secondary set of questions • evaluate the relevance, validity, and reliability of sources for the research

Continued

Eng II (15)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic) • revise the topic as a result of answers to initial research questions **Research/organizing and presenting ideas*** • synthesize the research into a written or oral presentation that uses a style manual (e.g., *Modern Language Association, Chicago Manual of Style*) to document sources and format written materials • synthesize the research into a written or oral presentation that uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research • synthesize the research into a written or oral presentation that uses graphics and illustrations to help explain concepts where appropriate • synthesize the research into a written or oral presentation that provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view • synthesize the research into a written or oral presentation that marshals evidence in support of a clear thesis statement and related claims • synthesize the research into a written or an oral presentation that follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas • synthesize the research into a written or an oral presentation that presents the findings in a meaningful format • synthesize the research into a written or an oral presentation that marshals evidence to explain the topic and gives relevant reasons for conclusions • synthesize the research into a written or an oral presentation that draws conclusions and summarizes or paraphrases the findings in a systematic way • synthesize the research into a written or an oral presentation that uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited) • synthesize the research into a written or an oral presentation that presents the findings in a consistent format • synthesize the research into a written or an oral presentation that develops a topic sentence, summarizes findings, and uses evidence to support conclusions • synthesize the research into a written or an oral presentation that compiles important information from multiple sources • draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used • create a visual display or dramatization to convey the results of the research

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 5 – Revision: The student will demonstrate an ability to revise a variety of written texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
English II (16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. The student is 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 Standard (C) counter-arguments based on evidence to anticipate and address objections; Supporting Standard (D) an organizing structure appropriate to the purpose, audience, and context; Supporting Standard (E) an analysis of the relative value of specific data, facts, and ideas; Supporting Standard (F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations). Supporting Standard	Revises a persuasive text for an appropriate audience using correct structure.

Eng II (16)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• write an argumentative essay to the appropriate audience that includes an analysis of the relative value of specific data, facts, and ideas • write an argumentative essay to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context • write an argumentative essay to the appropriate audience that includes counter-arguments based on evidence to anticipate and address objections • write an argumentative essay to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence • write an argumentative essay to the appropriate audience that includes consideration of the whole range of information and views on the topic and accurate and honest representation of these views • write a persuasive essay to the appropriate audience that includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion • write a persuasive essay to the appropriate audience that considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments

Continued

Eng II (16)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• write a persuasive essay to the appropriate audience that establishes a clear thesis or position • write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives • write persuasive essays for appropriate audiences that establish a position and use supporting details • write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community **Research/research plan*** • formulate a plan for engaging in research on a complex, multi-faceted topic • brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic • apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches • generate a research plan for gathering relevant information about the major research question • brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic • generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question • generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic • decide what sources of information might be relevant to answer open-ended questions about one or two topics of class-wide interest • generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics • decide what sources or people in the classroom, school, library, or home can answer questions about topics of class-wide interest • ask questions about topics of class-wide interest **Research/gathering sources*** • paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number) • organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs) • follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry • record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format • categorize information thematically in order to see the larger constructs inherent in the information • follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies • identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format

Continued

Eng II (16)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/ visual data (e.g., charts, diagrams, timelines) into written notes • differentiate between primary and secondary sources • follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics) • differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources • identify the author, title, publisher, and publication year of sources • take simple notes and sort evidence into provided categories or an organizer • follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate • use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics) • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information • gather evidence from available sources (natural and personal) as well as from interviews with local experts • record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) • use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information • use pictures in conjunction with writing when documenting research • gather evidence from provided text sources **Research/synthesizing information*** • critique the research process at each step to implement changes as the need occurs and is identified • modify the major research question as necessary to refocus the research plan • evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity • utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another • narrow or broaden the major research question, if necessary, based on further research and investigation • utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another • evaluate the relevance and reliability of sources for the research

Continued

Eng II (16)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• refine the major research question, if necessary, guided by the answers to a secondary set of questions • evaluate the relevance, validity, and reliability of sources for the research • improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic) • revise the topic as a result of answers to initial research questions **Research/organizing and presenting ideas*** • synthesize the research into a written or oral presentation that uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials • synthesize the research into a written or oral presentation that uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research • synthesize the research into a written or oral presentation that uses graphics and illustrations to help explain concepts where appropriate • synthesize the research into a written or oral presentation that provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view • synthesize the research into a written or oral presentation that marshals evidence in support of a clear thesis statement and related claims • synthesize the research into a written or an oral presentation that follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas • synthesize the research into a written or an oral presentation that presents the findings in a meaningful format • synthesize the research into a written or an oral presentation that marshals evidence to explain the topic and gives relevant reasons for conclusions • synthesize the research into a written or an oral presentation that draws conclusions and summarizes or paraphrases the findings in a systematic way • synthesize the research into a written or an oral presentation that uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited) • synthesize the research into a written or an oral presentation that presents the findings in a consistent format • synthesize the research into a written or an oral presentation that develops a topic sentence, summarizes findings, and uses evidence to support conclusions • synthesize the research into a written or an oral presentation that compiles important information from multiple sources • draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used • create a visual display or dramatization to convey the results of the research

*These prerequisite skills were borrowed from different knowledge and skills bank(s) due to similar content.

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 6 – Editing: The student will demonstrate an ability to edit a variety of texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
English II (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to (D) edit drafts for grammar, mechanics, and spelling. Readiness Standard	Edits a variety of texts using correct grammar, mechanics, and spelling.

Eng II (13)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• 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 • plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea • 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 • revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed • revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences • edit drafts for grammar, mechanics, and spelling • develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing • plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea • revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed • revise final draft in response to feedback from peers and teacher and publish written work for a specific audience • edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric • revise drafts for coherence, organization, use of simple and compound sentences, and audience • develop drafts by categorizing ideas and organizing them into paragraphs

Continued

Eng II (13)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals) • publish written work for a specific audience • revise drafts by adding or deleting words, phrases, or sentences • publish and share writing with others • edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric • develop drafts by sequencing ideas through writing sentences • plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) • revise drafts by adding or deleting a word, phrase, or sentence • share writing with others • edit drafts by leaving spaces between letters and words • revise drafts by adding details or sentences • develop drafts by sequencing the action or details in the story • plan a first draft by generating ideas for writing through class discussion **Independently conveys meaning skills** • use letters or symbols to make words or parts of words **Motivation to write skills** • use scribbles/ writing to convey meaning

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 6 – Editing: The student will demonstrate an ability to edit a variety of texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
English II (17) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when [speaking and] writing. The student is expected to (A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]: Readiness Standard (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); Supporting Standard (ii) restrictive and nonrestrictive relative clauses; Supporting Standard (iii) reciprocal pronouns (e.g., each other, one another); Supporting Standard (C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). Readiness Standard	Edits texts for correct word usage and variance in sentence patterns.

Eng II (17)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) • identify and use the subjunctive mood to express doubts, wishes, and possibilities • 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; and (iii) reciprocal pronouns (e.g., each other, one another) • use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (perfect and progressive tenses) and participles; (ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses; (iv) relative pronouns (e.g., whose, that, which); and (v) subordinating conjunctions (e.g., because, since) • use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses • write complex sentences and differentiate between main versus subordinate clauses

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Eng II (17)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (perfect and progressive tenses) and participles; (ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses; (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed); (v) prepositions and prepositional phrases and their influence on subject-verb agreement; (vi) relative pronouns (e.g., whose, that, which); (vii) subordinating conjunctions (e.g., because, since); and (viii) transitions for sentence to sentence or paragraph to paragraph coherence • differentiate between the active and passive voice and know how to use them both • use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (irregular verbs and active and passive voice); (ii) non-count nouns (e.g., rice, paper); (iii) predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most); (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) indefinite pronouns (e.g., all, both, nothing, anything); (vii) subordinating conjunctions (e.g., while, because, although, if); (viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to) • use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (irregular verbs and active voice); (ii) collective nouns (e.g., class, public); (iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best); (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) indefinite pronouns (e.g., all, both, nothing, anything); (vii) subordinating conjunctions (e.g., while, because, although, if); and (viii) transitional words (e.g., also, therefore) • use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (irregular verbs); (ii) nouns (singular/ plural, common/ proper); (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest); (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);

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Eng II (17)	Prerequisite Skills/Links to TEKS Vertical Alignment
	(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details (vi) reflexive pronouns (e.g., myself, ourselves); (vii) correlative conjunctions (e.g., either/ or, neither/ nor); and (viii) use time-order transition words and transitions that indicate a conclusion • use complete simple and compound sentences with correct subject-verb agreement • use the complete subject and the complete predicate in a sentence • use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future); (ii) nouns (singular/ plural, common/ proper); (iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the); (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully); (v) prepositions and prepositional phrases; (vi) possessive pronouns (e.g., his, hers, theirs); (vii) coordinating conjunctions (e.g., and, or, but); and (viii) time-order transition words and transitions that indicate a conclusion • distinguish among declarative and interrogative sentences • use complete sentences with correct subject-verb agreement • understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future); (ii) nouns (singular/ plural, common/ proper); (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the); (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully); (v) prepositions and prepositional phrases; (vi) pronouns (e.g., he, him); and (vii) time-order transition words • ask questions with appropriate subject-verb inversion • speak in complete sentences with correct subject-verb agreement • understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future); (ii) nouns (singular/ plural, common/ proper); (iii) adjectives (e.g., descriptive: green, tall); (iv) adverbs (e.g., time: before, next); (v) prepositions and prepositional phrases; (vi) pronouns (e.g., I, me); and (vii) time-order transition words

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Eng II (17)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• use complete simple sentences • speak in complete sentences to communicate • understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): (i) past and future tenses when speaking; (ii) nouns (singular/ plural); (iii) descriptive words; (iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and (v) pronouns (e.g., I, me) **Concepts about print skills** • use some appropriate writing conventions when writing or giving dictation **Sentences and structure skills** • combine sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning • combine more than one idea using complex sentences • use sentences with more than one phrase • use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement • use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order **Vocabulary skills** • use category labels to understand how the words/ objects relate to each other • use a wide variety of words to label and describe people, places, things, and actions

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 6 – Editing: The student will demonstrate an ability to edit a variety of texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
English II (18) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. The student is expected to (A) use conventions of capitalization; Readiness Standard (B) use correct punctuation marks Readiness Standard including (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; Supporting Standard (ii) quotation marks to indicate sarcasm or irony. Supporting Standard	Edits a variety of texts for correct capitalization and punctuation.

Eng II (18)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• use correct punctuation marks including: (i) quotation marks to indicate sarcasm or irony (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and (iii) dashes to emphasize parenthetical information • use correct punctuation marks, including: (i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and (ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses • use conventions of capitalization • recognize and use punctuation marks including: (i) commas after introductory words, phrases, and clauses; and (ii) semicolons, colons, and hyphens • use proper mechanics including italics and underlining for titles of books • recognize and use punctuation marks including: (i) commas in compound sentences; (ii) proper punctuation and spacing for quotations; and (iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements)

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Eng II (18)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• use capitalization for: (i) abbreviations; (ii) initials and acronyms; and (iii) organizations • use proper mechanics including italics and underlining for titles and emphasis • recognize and use punctuation marks including: (i) commas in compound sentences; and • (ii) proper punctuation and spacing for quotations • recognize and use punctuation marks including: (i) commas in compound sentences; and (ii) quotation marks • use capitalization for: (i) historical events and documents; (ii) titles of books, stories, and essays; and (iii) languages, races, and nationalities • write legibly by selecting cursive script or manuscript printing as appropriate • use correct mechanics including paragraph indentations • recognize and use punctuation marks including: (i) apostrophes in contractions and possessives; and (ii) commas in series and dates • use capitalization for: (i) geographical names and places; (ii) historical periods; and (iii) official titles of people • write legibly in cursive script with spacing between words in a sentence • recognize and use punctuation marks, including: (i) ending punctuation in sentences; (ii) apostrophes and contractions: and (iii) apostrophes and possessives • use capitalization for: (i) proper nouns; (ii) months and days of the week; and (iii) the salutation and closing of a letter • write legibly leaving appropriate margins for readability

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Eng II (18)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences • recognize and use basic capitalization for: (i) the beginning of sentences; (ii) the pronoun "I"; and (iii) names of people • form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences • use punctuation at the end of a sentence • capitalize the first letter in a sentence • form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression) **Forms letters skills** • write some letters on request (not necessarily well-formed)

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

STAAR Reporting Category 6 – Editing: The student will demonstrate an ability to edit a variety of texts.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation**
English II (19) [Oral and] Written Conventions/Spelling. Students spell correctly. The student is expected to (A) spell correctly, including using various resources to determine and check correct spellings. Readiness Standard	Edits spelling using various resources.

Eng II (19)	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	• spell correctly, including using various resources to determine and check correct spellings • know how to use the spell-check function in word processing while understanding its limitations • differentiate between commonly confused terms (e.g., its, it's; affect, effect) • spell words with: (i) Greek Roots (e.g., tele, photo, graph, meter); (ii) Latin Roots (e.g., spec, scrib, rupt, port, ject, dict); (iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and (iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence) • spell words with more advanced orthographic patterns and rules: (i) consonant changes (e.g.,/ t/ to/ sh/ in select, selection;/ k/ to/ sh/ in music, musician); (ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and (iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation) • use spelling patterns and rules and print and electronic resources to determine and check correct spellings • spell commonly used homophones (e.g., there, they're, their; two, too, to) • spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-) • spell words with more advanced orthographic patterns and rules: (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es); (ii) irregular plurals (e.g., man/ men, foot/ feet, child/ children); (iii) double consonants in middle of words; (iv) other ways to spell sh (e.g., -sion, -tion, -cian); and (v) silent letters (e.g., knee, wring) • use print and electronic resources to find and check correct spellings • spell complex contractions (e.g., should've, won't) • spell single syllable homophones (e.g., bear/ bare; week/ weak; road/ rode)

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Eng II (19)	Prerequisite Skills/Links to TEKS Vertical Alignment
	• spell words with common syllable constructions (e.g., closed, open, final stable syllable) • spell high-frequency and compound words from a commonly used list • spell words with more advanced orthographic patterns and rules: (i) consonant doubling when adding an ending; (ii) dropping final "e" when endings are added (e.g., -ing, -ed); (iii) changing y to i before adding an ending; (iv) double consonants in middle of words; (v) complex consonants (e.g., scr-, -dge, -tch); and (vi) abstract vowels (e.g., ou as in could, touch, through, bought) • use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell • spell simple contractions (e.g., isn't, aren't, can't) • spell base words with inflectional endings (e.g., -ing and -ed) • spell words with common orthographic patterns and rules: (i) complex consonants (e.g., hard and soft c and g, ck); (ii) r-controlled vowels; (iii) long vowels (e.g., VCe-hope); and (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy) • use phonological knowledge to match sounds to letters to construct unknown words • use resources to find correct spellings • spell high-frequency words from a commonly used list • spell base words with inflectional endings (e.g., adding "s" to make words plurals) • use letter-sound patterns to spell: (i) consonant-vowel-consonant (CVC) words; (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and (iii) one-syllable words with consonant blends (e.g., "drop") • use phonological knowledge to match sounds to letters to construct known words • write one's own name • use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut") • use phonological knowledge to match sounds to letters **Motivation to write skills** • write own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters **Speech production skills** • perceive differences between similar sounding words

NOTE: Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.