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

Figure 19	Fig.19(B) make complex inferences about text and use textual evidence to support understanding

TEKS	Genre	Literary Texts | Knowledge and Skills Statement
E1.5	Fiction	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
E1.3	Poetry	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
E1.4	Drama	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.
E1.6	Literary Nonfiction	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.
E1.12	Media Literacy (embedded)	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

TEKS	Genre	Informational Texts | Knowledge and Skills Statement
E1.9	Expository	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
E1.10	Persuasive	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.
E1.11	Procedural (embedded)	Students understand how to glean and use information in procedural texts and documents.
E1.12	Media Literacy (embedded)	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

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

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Figure 19	Fig.19(B) make complex inferences about text and use textual evidence to support understanding

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

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
4 Composition	**1 Comp [Expository]** *(24 points)*	E1.13(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning E1.13(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed E1.13(D) edit drafts for grammar, mechanics, and spelling E1.15(A) write an [analytical] essay of sufficient length that includes (i) effective introductory and concluding paragraphs and a variety of sentence structures (ii) rhetorical devices, and transitions between paragraphs (iii) a controlling idea or thesis (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant information and valid inferences	
5 Revision	**11** R/E	E1.13(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	E1.15(A) write an [analytical] essay of sufficient length that includes (i) effective introductory and concluding paragraphs and a variety of sentence structures (ii) rhetorical devices, and transitions between paragraphs (iii) a controlling idea or thesis (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant information and valid inferences E1.16 write an argumentative essay to the appropriate audience that includes: (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence (C) counter-arguments based on evidence to anticipate and address objections (D) an organizing structure appropriate to the purpose, audience, and context (E) an analysis of the relative value of specific data, facts, and ideas
6 Editing	**11** R/E	E1.13(D) edit drafts for grammar, mechanics, and spelling E1.17(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking] E1.17(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) E1.18(A) use conventions of capitalization; E1.18(B) use correct punctuation marks E1.19(A) spell correctly, including using various resources to determine and check correct spellings	E1.17(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]: (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles) (ii) restrictive and nonrestrictive relative clauses (iii) reciprocal pronouns (e.g., each other, one another) E1.18(B) use correct punctuation marks including (i) quotation marks to indicate sarcasm or irony (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions
STAAR Total Points	**92** 28 MC (Rdg) 18 Short Answer 22 MC (Wtg) 24 Composition	**30-35 Multiple Choice Items from Readiness Standards (The 2 Short Answer Questions and the 1 Writing Composition – Expository – are always designated as Readiness Standards)**	**15-20 Multiple Choice Items from Supporting Standards**

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

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