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

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

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

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

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

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

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19
2 Understanding and Analysis of Literary Texts	11	Fiction	E3.5(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction E3.5(B) analyze the internal and external development of characters through a range of literary devices	E3.5(C) analyze the impact of narration when the narrator's point of view shifts from one character to another	E3.5 Fig.19(B)
		Poetry		E3.3(A) analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry	E3.3 Fig.19(B)
		Drama		E3.4(A) analyze the themes and characteristics in different periods of modern American drama	E3.4 Fig.19(B)
		Literary Nonfiction		E3.6(A) analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning	E3.6 Fig.19(B)
		Standards Assessed Across/Embedded Literary Genres			
			E3.2(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition	E3.2(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films E3.2(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting E3.7(A) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works E3.12(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts E3.12(D) evaluate changes in formality and tone across various media for different audiences and purposes	E3.2 Fig.19(B) E3.7 Fig.19(B) E3.12 Fig.19(B)
3 Understanding and Analysis of Informational Texts	11	Expository	E3.9(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion E3.9(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns	E3.9(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported	E3.9 Fig.19(B)
		Persuasive		E3.10(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts	E3.10 Fig.19(B)
		Standards Assessed Across/Embedded Informational Genres			
			E3.8(A) analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance	E3.11(A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts) E3.11(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams E3.12(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts E3.12(D) evaluate changes in formality and tone across various media for different audiences and purposes	E3.11 Fig.19(B) E3.12 Fig.19(B)

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
4 Composition	1 Comp [Persuasive] *(24 points)*	E3.13(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning E3.13(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases E3.13(D) edit drafts for grammar, mechanics, and spelling E3.15(A) write an analytical essay of sufficient length that includes (i) effective introductory and concluding paragraphs and a variety of sentence structures (ii) rhetorical devices, and transitions between paragraphs (iii) a clear thesis statement or controlling idea (iv) a clear organizational schema for conveying ideas (v) relevant and substantial evidence and well-chosen details (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources E3.15(C) write an interpretation of an expository or a literary text that (i) advances a clear thesis statement (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text (i) anticipates and responds to readers' questions or contradictory information	
5 Revision	11 R/E	E3.13(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases	E3.15(A) write an [analytical] essay of sufficient length that includes (i) effective introductory and concluding paragraphs and a variety of sentence structures (ii) rhetorical devices, and transitions between paragraphs (iii) a clear thesis statement or controlling idea (iv) a clear organizational schema for conveying ideas (v) relevant and substantial evidence and well-chosen details (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources E3.16 write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs (C) an organizing structure appropriate to the purpose, audience, and context (E) demonstrated consideration of the validity and reliability of all primary and secondary sources used (F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)
6 Editing	11 R/E	E3.13(D) edit drafts for grammar, mechanics, and spelling E3.17(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) E3.18(A) correctly and consistently use conventions of punctuation and capitalization E3.19(A) spell correctly, including using various resources to determine and check correct spellings	E3.17(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases)
STAAR Total Points	92 28 MC (Rdg) 18 Short Answer 22 MC (Wtg) 24 Composition	**30-35 Multiple Choice Items from Readiness Standards** **(The 2 Short Answer Questions and the 1 Writing Composition – Persuasive – are always designated as Readiness Standards)**	**15-20 Multiple Choice Items from Supporting Standards**

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

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