

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 |
|-------|---------------------------|---|
| E2.5 | Fiction | Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. |
| E2.3 | Poetry | Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. |
| E2.4 | Drama | Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. |
| E2.6 | 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. |
| E2.12 | 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 |
|-------|---------------------------|---|
| E2.9 | Expository | Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. |
| E2.10 | Persuasive | Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. |
| E2.11 | Procedural (embedded) | Students understand how to glean and use information in procedural texts and documents. |
| E2.12 | 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 | 6 MC (1 pt. each) & 2 Short Answer SA (9 pts. each) | Across Genres | <p>E2.1(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words</p> <p>E2.1(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology</p> | <p>E2.1(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes</p> <p>E2.1(C) infer word meaning through the identification and analysis of analogies and other word relationships</p> <p>E2.1(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., glasnost, avant-garde, coup d'état)</p> <p>E2.2(A) compare and contrast differences in similar themes expressed in different time periods</p> <p>E2.9(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence</p> | Fig.19(B) |

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

| Rptg Cat | STAAR | Readiness Standards | Supporting Standards |
|-----------------------------------|--|--|--|
| 4 Composition | 1 Comp [Persuasive] (24 points) | <p>E2.13(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning</p> <p>E2.13(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed</p> <p>E2.13(D) edit drafts for grammar, mechanics, and spelling</p> <p>E2.16 write an argumentative essay to the appropriate audience that includes</p> <ul style="list-style-type: none"> (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence; (D) an organizing structure appropriate to the purpose, audience, and context; (E) an analysis of the relative value of specific data, facts, and ideas | |
| 5 Revision | 11 ^{R/E} | E2.13(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed | <p>E2.15(A) write an [analytical] essay of sufficient length that includes</p> <ul style="list-style-type: none"> (i) effective introductory and concluding paragraphs and a variety of sentence structures (ii) rhetorical devices, and transitions between paragraphs (iii) a thesis or controlling idea (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant evidence and well-chosen details (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement <p>E2.16 write an argumentative essay to the appropriate audience that includes</p> <ul style="list-style-type: none"> (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence (C) counter-arguments based on evidence to anticipate and address objections (D) an organizing structure appropriate to the purpose, audience, and context (E) an analysis of the relative value of specific data, facts, and ideas (F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations). |
| 6 Editing | 11 ^{R/E} | <p>E2.13(D) edit drafts for grammar, mechanics, and spelling</p> <p>E2.17(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]</p> <p>E2.17(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)</p> <p>E2.18(A) use conventions of capitalization</p> <p>E2.18(B) use correct punctuation marks</p> <p>E2.19(A) spell correctly, including using various resources to determine and check correct spellings</p> | <p>E2.17(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]:</p> <ul style="list-style-type: none"> (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles) (ii) restrictive and nonrestrictive relative clauses (iii) reciprocal pronouns (e.g., each other, one another) <p>E2.18(B) use correct punctuation marks including</p> <ul style="list-style-type: none"> (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions (ii) quotation marks to indicate sarcasm or irony |
| STAAR Total Points | 92 28 MC (Rdg) 18 Short Answer 22 MC (Wtg) 24 Composition | 30-35 Multiple Choice Items from Readiness Standards (The 2 Short Answer Questions and the 1 Writing Composition – Persuasive – are always designated as Readiness Standards) | 15-20 Multiple Choice Items from Supporting Standards |

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

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