Figure 19) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

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

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

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

(C) produce analogies that describe a function of an object or its description;

(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); and

(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.

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) analyze how the genre of texts with similar themes shapes meaning;
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 the influence of mythic, classical and traditional literature on 20th and 21st century literature;

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

3) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.

5) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

   (D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.

8) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to 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.

9) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

   (A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;

   (B) differentiate between opinions that are substantiated and unsubstantiated in the text;
9) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

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

   (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.

10) **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

   (A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and

12) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.
English Language Arts and Reading I 2nd Nine Weeks TEKS

Unit of Study: The Personal Journey, Self Discovery, and Life Lessons
Focus: Writing

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

   (A) 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;

   (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;

   (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;

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

   (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

14) **Writing/Literary Texts.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing.
15) **Writing/Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(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; and
   (v) relevant information and valid inferences;

(B) 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;

(C) 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;

(D) 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.

17) **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.

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

   (ii) restrictive and nonrestrictive relative clauses; and

(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities;

(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).
18) **Oral and Written Conventions/Handwriting.** Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(B) use correct punctuation marks including:

(iii) dashes to emphasize parenthetical information.

19) **Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

21) **Research/Gathering Sources.** Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and

(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).

23) **Research/Organizing and Presenting Ideas.** Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;

(C) uses graphics and illustrations to help explain concepts where appropriate;

(E) uses a style manual (e.g., *Modern Language Association, Chicago Manual of Style*) to document sources and format written materials.

24) **Listening and Speaking/Listening.** Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) 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;
24) **Listening and Speaking/Listening.** Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and

(C) evaluate the effectiveness of a speaker's main and supporting ideas.

25) **Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to 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.

26) **Listening and Speaking/Teamwork.** Students workproductively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.
English I STAAR ALT EOC
STAAR Reporting Categories and Essence Statements

**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.

**Essence Statements:**
- Uses a variety of strategies and reference materials to confirm word meanings when reading.
- Compares themes across texts
- Uses text evidence to draw conclusions from informational texts.
- Uses text evidence to demonstrate comprehension across genres.

**STAAR Reporting Category 2:**
Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.

**Essence Statements:**
- Identifies the impact of setting on the theme.
- Uses text evidence to identify imagery in poetry.
- Uses text evidence to make inferences from literary texts.
- Recognizes the ways various forms of media work together to communicate ideas in literary texts.

**STAAR Reporting Category 3:**
Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.

**Essence Statements:**
- Uses text evidence to identify the author’s purpose in informational texts.
- Uses text evidence to draw conclusions from informational texts.
- Recognizes the ways various forms of media work together to communicate information.
- Uses text evidence to make inferences from informational texts.

Source: [http://www.tea.state.tx.us/](http://www.tea.state.tx.us/)

North East Independent School District
**STAAR Reporting Category 4:** Composition: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions.

**Essence Statements:**
- Uses the writing process to compose a cohesive text.
- Creates a story using elements of literary text.
- Creates an expository text to communicate information.

**STAAR Reporting Category 5:** Revision: The student will demonstrate an ability to revise a variety of written texts.

**Essence Statements**
- Revises a text to improve writing.
- Revises an expository text to communicate information to a specific audience.

**STAAR Reporting Category 6** – Editing: The student will demonstrate an ability to edit a variety of texts.

**Essence Statements**
- Edits a variety of texts using correct grammar, mechanics, and spelling.
- Edits texts for correct word usage and variance in sentence patterns.
- Edits a variety of texts for correct capitalization and punctuation.