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TEKS Curriculum Framework for STAAR Alternate 2

# English II



## STAAR Alternate 2 Reading Instructional Terms

The curriculum that will be assessed each year for STAAR Alternate 2 is determined by the essence statements that are selected for each administration. Teachers should refer to the Curriculum Framework documents for each selected essence statement to locate the prerequisite skills that are linked to that essence statement. Instruction should focus on the listed prerequisite skills. The teacher should determine what skills have been mastered and which need to be taught according to the developmental level of the student. The goal should be to assist the student in attaining the highest academic level the student is capable of within a given year. In addition to the prerequisite skills, there are instructional terms that students will need exposure to during instruction. The following list includes the terms for all the essence statements and not just the ones selected for a given administration. Students need to become familiar with these terms as the student is developmentally able to comprehend the content. Students in higher grades need to also know the terms presented in earlier grades.

### Grade 3 Reading

vowels: long, short	main idea/supporting details	photograph	article	character: feelings, traits, motivations
consonants		captions	fiction/nonfiction	
suffix/prefix	evidence from text	illustration	true/facts	events
noun/verb	alphabetize	inform/entertain	folktale	sequence
synonym	text features	advertisement	fairy tale	logical order
antonym/opposite	table of contents	e-mail	fable	plot: problem/solution
contractions	glossary	website	procedural text: steps, directions	predict/prediction: clues, confirm
text	meaning for the word	supports the story/main idea		
paragraph	heading	topic	poetry/poem: rhyme, line	inference
phrase	graphics	informational text	setting	

### Grade 4 Reading

root word	textual evidence	narrator	drama: dialogue, script, performed	cause/effect
plural	alphabetical	biography/autobiography		imagery
past tense	compound word	conclusion	symbol	
homophone	symbol	summary, summarize	compare	

### Grade 5 Reading

guide words	persuade/persuasive	similes/metaphors	chart	time line
expository text	opinion	dictionary: entry, definition	diagram	

### Grade 6 Reading

sensory language	figurative language	analogy	memoirs	audience
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### Grade 7 Reading

lines from text or poem	diary	subtitle	stanza	
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### Grade 8 Reading

base word	writing selection	conflict	summary	personal essay
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### English I and II

appositive	conclude			
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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
<p><b>English II (1) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. The student is expected to</p> <p>(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</p> <p>(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between denotative and connotative meanings of words; Readiness Standard</p> <p>(C) infer word meaning through the identification and analysis of analogies and other word relationships; Supporting Standard</p> <p>(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., <i>glasnost</i>, <i>avant-garde</i>, <i>coup d'état</i>); Supporting Standard</p> <p>(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</p>	<p>Uses a variety of strategies and reference materials to confirm word meanings when reading.</p>

**Eng II (1) Prerequisite Skills/Links to TEKS Vertical Alignment**

<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words</li> <li>• describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor</i>, <i>carte blanche</i>, <i>tete a tete</i>, <i>pas de deux</i>, <i>bon appetit</i>, <i>quid pro quo</i>)</li> <li>• produce analogies that describe a function of an object or its description</li> </ul>
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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

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Eng II (1)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• use context to determine the relevant meaning of unfamiliar words or multiple-meaning words</li> <li>• use prefixes and suffixes to determine the meaning of words (e.g., allow/ disallow)</li> <li>• alphabetize a series of words to the first or second letter and use a dictionary to find words</li> <li>• identify and sort words into conceptual categories (e.g., opposites, living things)</li> <li>• determine what words mean from how they are used in a sentence, either heard or read</li> <li>• determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime)</li> <li>• identify words that name actions (verbs) and words that name persons, places, or things (nouns)</li> <li>• use a picture dictionary to find words</li> <li>• identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures)</li> <li>• recognize that compound words are made up of shorter words</li> <li>• identify and use words that name actions, directions, positions, sequences, and locations</li> </ul> <p><b>Sentences and structure skills</b></p> <ul style="list-style-type: none"> <li>• attempt to use new vocabulary and grammar in speech (ELL)</li> <li>• use single words and simple phrases to communicate meaning in social situations (ELL)</li> </ul> <p><b>Vocabulary skills</b></p> <ul style="list-style-type: none"> <li>• increase listening vocabulary and begin to develop vocabulary of object names and common phrases in English (ELL)</li> <li>• use a large speaking vocabulary, adding several new words daily</li> <li>• 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</li> <li>• demonstrate understanding of terms used in the instructional language of the classroom</li> </ul> <p><b>Reading/beginning reading skills/phonics*</b></p> <p><i>Working with Words</i></p> <ul style="list-style-type: none"> <li>• identify and read contractions (e.g., I'd, won't)</li> <li>• identify and read at least 300 high-frequency words from a commonly used list</li> <li>• identify and read contractions (e.g., haven't, it's)</li> <li>• identify and read abbreviations (e.g., Mr., Ave.)</li> <li>• read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful)</li> <li>• identify and read at least 100 high-frequency words from a commonly used list</li> <li>• identify and read contractions (e.g., isn't, can't)</li> <li>• use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream)</li> <li>• read base words with inflectional endings (e.g., plurals, past tenses)</li> <li>• identify and read at least 25 high-frequency words from a commonly used list</li> </ul>

\*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
<p><b>English II (2) Reading/Comprehension of Literary Text/Theme and Genre.</b> 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</p>	<p>Compares themes across texts.</p>

**Eng II (2) Prerequisite Skills/Links to TEKS Vertical Alignment**

<ul style="list-style-type: none"> <li>• relate the figurative language of a literary work to its historical and cultural setting</li> <li>• analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature</li> <li>• analyze how the genre of texts with similar themes shapes meaning</li> <li>• explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work</li> <li>• 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)</li> <li>• analyze literary works that share similar themes across cultures</li> <li>• analyze how place and time influence the theme or message of a literary work</li> <li>• describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories)</li> <li>• describe multiple themes in a work of fiction</li> <li>• compare and contrast the historical and cultural settings of two literary works</li> <li>• analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures</li> <li>• infer the implicit theme of a work of fiction, distinguishing theme from the topic</li> <li>• explain the effect of a historical event or movement on the theme of a work of literature</li> <li>• describe the phenomena explained in origin myths from various cultures</li> <li>• compare and contrast the themes or moral lessons of several works of fiction from various cultures</li> <li>• compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature</li> <li>• summarize and explain the lesson or message of a work of fiction as its theme</li> <li>• compare and contrast the settings in myths and traditional folktales</li> <li>• paraphrase the themes and supporting details of fables, legends, myths, or stories</li> </ul>
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Eng II (2)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot</li> <li>• identify moral lessons as themes in well-known fables, legends, myths, or stories</li> <li>• explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales</li> <li>• connect the meaning of a well-known story or fable to personal experiences</li> <li>• recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures</li> <li>• recognize sensory details</li> <li>• discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience</li> <li>• identify elements of a story including setting, character, and key events</li> </ul> <p><b>Reading/comprehension skills (figure 19)*</b></p> <ul style="list-style-type: none"> <li>• reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images)</li> <li>• make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence</li> <li>• make complex inferences about text and use textual evidence to support understanding</li> <li>• reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images)</li> <li>• make connections between and across texts, including other media (e.g., film, play), and provide textual evidence</li> <li>• summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</li> <li>• ask literal, interpretive, evaluative, and universal questions of text</li> <li>• make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence</li> <li>• summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts</li> <li>• establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</li> <li>• ask literal, interpretive, and evaluative questions of text</li> <li>• make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence</li> <li>• summarize information in text, maintaining meaning and logical order</li> <li>• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)</li> <li>• retell important events in stories in logical order</li> <li>• establish purposes for reading selected texts based upon content to enhance comprehension</li> <li>• make inferences about text and use textual evidence to support understanding</li> <li>• ask literal questions of text</li> </ul>

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<b>Eng II (2)</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> <li>• paraphrase the major ideas and supporting evidence in formal and informal presentations</li> <li>• follow and give oral instructions that include multiple action steps</li> <li>• listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective</li> <li>• determine both main and supporting ideas in the speaker's message</li> <li>• follow, restate, and give oral instructions that include multiple action steps</li> <li>• listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective</li> <li>• follow, restate, and give oral instructions that involve a series of related sequences of action</li> <li>• listen attentively to speakers, ask relevant questions, and make pertinent comments</li> <li>• follow, restate, and give oral instructions that involve a short related sequence of actions</li> <li>• listen attentively to speakers and ask relevant questions to clarify information</li> <li>• follow oral directions that involve a short related sequence of actions</li> <li>• listen attentively by facing speakers and asking questions to clarify information</li> </ul> <p><b>Listening comprehension skills*</b></p> <ul style="list-style-type: none"> <li>• show understanding of the new language being spoken by English-speaking teachers and peers (ELL)</li> <li>• show understanding by following two-step oral directions and usually follow three-step directions</li> <li>• show understanding by responding appropriately</li> </ul>

\*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.



**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

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Eng II (9)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p><b>Reading/comprehension skills (figure 19)*</b></p> <ul style="list-style-type: none"> <li>• reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images)</li> <li>• make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence</li> <li>• make complex inferences about text and use textual evidence to support understanding</li> <li>• reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images)</li> <li>• make connections between and across texts, including other media (e.g., film, play), and provide textual evidence</li> <li>• summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</li> <li>• ask literal, interpretive, evaluative, and universal questions of text</li> <li>• make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence</li> <li>• summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts</li> <li>• establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</li> <li>• ask literal, interpretive, and evaluative questions of text</li> <li>• make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence</li> <li>• summarize information in text, maintaining meaning and logical order</li> <li>• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)</li> <li>• retell important events in stories in logical order</li> <li>• establish purposes for reading selected texts based upon content to enhance comprehension</li> <li>• make inferences about text and use textual evidence to support understanding</li> <li>• ask literal questions of text</li> <li>• retell or act out important events in stories in logical order</li> <li>• establish purposes for reading selected texts based upon desired outcome to enhance comprehension</li> <li>• make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence</li> <li>• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)</li> <li>• retell or act out important events in stories</li> <li>• make inferences based on the cover, title, illustrations, and plot</li> <li>• ask and respond to questions about text</li> <li>• 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)</li> </ul>

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Eng II (9)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p><b>Reading/beginning reading/strategies*</b></p> <ul style="list-style-type: none"> <li>• use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions</li> <li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text</li> <li>• use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions</li> <li>• 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)</li> <li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts</li> <li>• confirm predictions about what will happen next in text by "reading the part that tells"</li> <li>• ask and respond to questions about texts read aloud</li> <li>• predict what might happen next in text based on the cover, title, and illustrations</li> </ul> <p><b>Comprehension of text read aloud skills*</b></p> <ul style="list-style-type: none"> <li>• ask and answer appropriate questions about the book</li> <li>• use information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>• retell or re-enact a story after it is read aloud</li> </ul>

\*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.





Eng II (19)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• retell or act out important events in stories in logical order</li> <li>• establish purposes for reading selected texts based upon desired outcome to enhance comprehension</li> <li>• make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence</li> <li>• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)</li> <li>• retell or act out important events in stories</li> <li>• make inferences based on the cover, title, illustrations, and plot</li> <li>• ask and respond to questions about text</li> <li>• 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)</li> </ul> <p><b>Reading/beginning reading/strategies</b></p> <ul style="list-style-type: none"> <li>• use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions</li> <li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text</li> <li>• use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions</li> <li>• 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)</li> <li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts</li> <li>• confirm predictions about what will happen next in text by "reading the part that tells"</li> <li>• ask and respond to questions about texts read aloud</li> <li>• predict what might happen next in text based on the cover, title, and illustrations</li> </ul> <p><b>Comprehension of text read aloud skills</b></p> <ul style="list-style-type: none"> <li>• ask and answer appropriate questions about the book</li> <li>• use information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>• retell or re-enact a story after it is read aloud</li> </ul>

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



**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
	<ul style="list-style-type: none"> <li>• follow , restate, and give oral instructions that involve a short related sequence of actions</li> <li>• listen attentively to speakers and ask relevant questions to clarify information</li> <li>• follow oral directions that involve a short related sequence of actions</li> <li>• listen attentively by facing speakers and asking questions to clarify information</li> </ul> <p><b>Listening comprehension skills*</b></p> <ul style="list-style-type: none"> <li>• show understanding by following two-step oral directions and usually follow three-step directions</li> <li>• show understanding by responding appropriately</li> <li>• show understanding of the new language being spoken by English-speaking teachers and peers (ELL)</li> </ul>

\*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.



Eng II (3)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• make connections between and across texts, including other media (e.g., film, play), and provide textual evidence</li> <li>• summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</li> <li>• ask literal, interpretive, evaluative, and universal questions of text</li> <li>• make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence</li> <li>• summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts</li> <li>• establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</li> <li>• ask literal, interpretive, and evaluative questions of text</li> <li>• make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence</li> <li>• summarize information in text, maintaining meaning and logical order</li> <li>• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)</li> <li>• retell important events in stories in logical order</li> <li>• establish purposes for reading selected texts based upon content to enhance comprehension</li> <li>• make inferences about text and use textual evidence to support understanding</li> <li>• ask literal questions of text</li> <li>• retell or act out important events in stories in logical order</li> <li>• establish purposes for reading selected texts based upon desired outcome to enhance comprehension</li> <li>• make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence</li> <li>• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)</li> <li>• retell or act out important events in stories</li> <li>• make inferences based on the cover, title, illustrations, and plot</li> <li>• ask and respond to questions about text</li> <li>• 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)</li> </ul> <p><b>Reading/beginning reading/strategies*</b></p> <ul style="list-style-type: none"> <li>• use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions</li> <li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text</li> <li>• use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions</li> <li>• 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)</li> <li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts</li> </ul>

Continued



Eng II (3)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"><li>• delete a syllable from a word</li><li>• combine syllables into words</li><li>• delete a word from a compound word</li><li>• combine words to make a compound word</li><li>• separate a normally spoken four-word sentence into individual words</li></ul>

\*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.







Eng II (4)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p data-bbox="199 215 751 248"><b>Comprehension of text read aloud skills*</b></p> <ul data-bbox="226 256 1606 362" style="list-style-type: none"><li data-bbox="226 256 966 289">• ask and answer appropriate questions about the book</li><li data-bbox="226 293 1606 326">• use information learned from books by describing, relating, categorizing, or comparing and contrasting</li><li data-bbox="226 331 844 362">• retell or re-enact a story after it is read aloud</li></ul>

\*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.



Eng II (5)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• recognize dialect and conversational voice and explain how authors use dialect to convey character</li> <li>• summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction</li> <li>• explain different forms of third-person points of view in stories</li> <li>• explain the roles and functions of characters in various plots, including their relationships and conflicts</li> <li>• describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events</li> <li>• identify whether the narrator or speaker of a story is first or third person</li> <li>• describe the interaction of characters including their relationships and the changes they undergo</li> <li>• sequence and summarize the plot's main events and explain their influence on future events</li> <li>• describe main characters in works of fiction, including their traits, motivations, and feelings</li> <li>• describe similarities and differences in the plots and settings of several works by the same author</li> <li>• describe characters in a story and the reasons for their actions and feelings</li> <li>• describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events</li> <li>• describe characters in a story and the reasons for their actions</li> <li>• retell a main event from a story read aloud</li> </ul> <p><b>Reading/comprehension skills (figure 19)*</b></p> <ul style="list-style-type: none"> <li>• reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images)</li> <li>• make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence</li> <li>• make complex inferences about text and use textual evidence to support understanding</li> <li>• reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images)</li> <li>• make connections between and across texts, including other media (e.g., film, play), and provide textual evidence</li> <li>• summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</li> <li>• ask literal, interpretive, evaluative, and universal questions of text</li> <li>• make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence</li> <li>• summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts</li> <li>• establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</li> <li>• ask literal, interpretive, and evaluative questions of text</li> <li>• make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence</li> <li>• summarize information in text, maintaining meaning and logical order</li> </ul>

Continued

Eng II (5)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)</li> <li>• retell important events in stories in logical order</li> <li>• establish purposes for reading selected texts based upon content to enhance comprehension</li> <li>• make inferences about text and use textual evidence to support understanding</li> <li>• ask literal questions of text</li> <li>• retell or act out important events in stories in logical order</li> <li>• establish purposes for reading selected texts based upon desired outcome to enhance comprehension</li> <li>• make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence</li> <li>• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)</li> <li>• retell or act out important events in stories</li> <li>• make inferences based on the cover, title, illustrations, and plot</li> <li>• use information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>• ask and respond to questions about text</li> <li>• 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)</li> </ul> <p><b>Reading/beginning reading/strategies*</b></p> <ul style="list-style-type: none"> <li>• use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions</li> <li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text</li> <li>• use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions</li> <li>• 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)</li> <li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts</li> <li>• confirm predictions about what will happen next in text by "reading the part that tells"</li> <li>• ask and respond to questions about texts read aloud</li> <li>• predict what might happen next in text based on the cover, title, and illustrations</li> </ul> <p><b>Comprehension of text read aloud skills*</b></p> <ul style="list-style-type: none"> <li>• ask and answer appropriate questions about the book</li> <li>• use information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>• retell or re-enact a story after it is read aloud</li> </ul>

\*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.



Eng II (6)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• make connections between and across texts, including other media (e.g., film, play), and provide textual evidence</li> <li>• summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</li> <li>• ask literal, interpretive, evaluative, and universal questions of text</li> <li>• make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence</li> <li>• summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts</li> <li>• establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</li> <li>• ask literal, interpretive, and evaluative questions of text</li> <li>• make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence</li> <li>• summarize information in text, maintaining meaning and logical order</li> <li>• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)</li> <li>• retell important events in stories in logical order</li> <li>• establish purposes for reading selected texts based upon content to enhance comprehension</li> <li>• make inferences about text and use textual evidence to support understanding</li> <li>• ask literal questions of text</li> <li>• retell or act out important events in stories in logical order</li> <li>• establish purposes for reading selected texts based upon desired outcome to enhance comprehension</li> <li>• make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence</li> <li>• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)</li> <li>• retell or act out important events in stories</li> <li>• make inferences based on the cover, title, illustrations, and plot</li> <li>• ask and respond to questions about text</li> <li>• 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)</li> </ul> <p><b>Reading/beginning reading/strategies*</b></p> <ul style="list-style-type: none"> <li>• use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions</li> <li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text</li> <li>• use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions</li> <li>• 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)</li> </ul>

Continued



Eng II (6)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"><li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts</li><li>• confirm predictions about what will happen next in text by "reading the part that tells"</li><li>• ask and respond to questions about texts read aloud</li><li>• predict what might happen next in text based on the cover, title, and illustrations</li></ul> <p><b>Comprehension of text read aloud skills*</b></p> <ul style="list-style-type: none"><li>• ask and answer appropriate questions about the book</li><li>• use information learned from books by describing, relating, categorizing, or comparing and contrasting</li><li>• retell or re-enact a story after it is read aloud</li></ul>

\*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.



**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
	<ul style="list-style-type: none"> <li>• use prefixes and suffixes to determine the meaning of words (e.g., allow/ disallow)</li> <li>• alphabetize a series of words to the first or second letter and use a dictionary to find words</li> <li>• identify and sort words into conceptual categories (e.g., opposites, living things)</li> <li>• determine what words mean from how they are used in a sentence, either heard or read</li> <li>• determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime)</li> <li>• identify words that name actions (verbs) and words that name persons, places, or things (nouns)</li> <li>• use a picture dictionary to find words</li> <li>• identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures)</li> <li>• recognize that compound words are made up of shorter words</li> <li>• identify and use words that name actions, directions, positions, sequences, and locations</li> </ul> <p><b>Sentences and structure skills*</b></p> <ul style="list-style-type: none"> <li>• attempt to use new vocabulary and grammar in speech (ELL)</li> <li>• use single words and simple phrases to communicate meaning in social situations (ELL)</li> </ul> <p><b>Vocabulary skills*</b></p> <ul style="list-style-type: none"> <li>• increase listening vocabulary and begin to develop vocabulary of object names and common phrases in English (ELL)</li> <li>• use a large speaking vocabulary, adding several new words daily</li> <li>• 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</li> <li>• demonstrate understanding of terms used in the instructional language of the classroom</li> </ul>

\*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.



**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/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)

*Continued*



**Eng II (12)****Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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
- 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

*Continued*







Eng II (19)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• ask literal questions of text</li> <li>• retell or act out important events in stories in logical order</li> <li>• establish purposes for reading selected texts based upon desired outcome to enhance comprehension</li> <li>• make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence</li> <li>• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)</li> <li>• retell or act out important events in stories</li> <li>• make inferences based on the cover, title, illustrations, and plot</li> <li>• ask and respond to questions about text</li> <li>• 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)</li> </ul> <p><b>Reading/beginning reading/strategies</b></p> <ul style="list-style-type: none"> <li>• use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions</li> <li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text</li> <li>• use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions</li> <li>• 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)</li> <li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts</li> <li>• confirm predictions about what will happen next in text by "reading the part that tells"</li> <li>• ask and respond to questions about texts read aloud</li> <li>• predict what might happen next in text based on the cover, title, and illustrations</li> </ul> <p><b>Comprehension of text read aloud skills</b></p> <ul style="list-style-type: none"> <li>• ask and answer appropriate questions about the book</li> <li>• use information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>• retell or re-enact a story after it is read aloud</li> </ul>

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







Eng II (8)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p><b>Listening comprehension skills*</b></p> <ul style="list-style-type: none"><li>• show understanding of the new language being spoken by English-speaking teachers and peers (ELL)</li><li>• show understanding by following two-step oral directions and usually follow three-step directions</li><li>• show understanding by responding appropriately</li></ul>

\*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.





Eng II (9)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• explain whether facts included in an argument are used for or against an issue</li> <li>• summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions</li> <li>• synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres</li> <li>• use multiple text features and graphics to gain an overview of the contents of text and to locate information</li> <li>• 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</li> <li>• determine the facts in text and verify them through established methods</li> <li>• summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order</li> <li>• 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</li> <li>• describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison</li> <li>• distinguish fact from opinion in a text and explain how to verify what is a fact</li> <li>• summarize the main idea and supporting details in text in ways that maintain meaning</li> <li>• use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text</li> <li>• identify explicit cause and effect relationships among ideas in texts</li> <li>• draw conclusions from the facts presented in text and support those assertions with textual evidence</li> <li>• identify the details or facts that support the main idea</li> <li>• use text features (e.g., table of contents, index, headings) to locate specific information in text</li> <li>• describe the order of events or ideas in a text</li> <li>• locate the facts that are clearly stated in a text</li> <li>• identify the main idea in a text and distinguish it from the topic</li> <li>• use text features (e.g., title, tables of contents, illustrations) to locate specific information in text</li> <li>• retell the order of events in a text by referring to the words and/ or illustrations</li> <li>• identify important facts or details in text, heard or read</li> <li>• restate the main idea, heard or read</li> <li>• use titles and illustrations to make predictions about text</li> <li>• discuss the ways authors group information in text</li> <li>• retell important facts in a text, heard or read</li> <li>• identify the topic and details in expository text heard or read, referring to the words and/ or illustrations</li> </ul>

Continued

Eng II (9)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p><b>Reading/comprehension skills (figure 19)*</b></p> <ul style="list-style-type: none"> <li>• reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images)</li> <li>• make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence</li> <li>• make complex inferences about text and use textual evidence to support understanding</li> <li>• reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images)</li> <li>• make connections between and across texts, including other media (e.g., film, play), and provide textual evidence</li> <li>• summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</li> <li>• ask literal, interpretive, evaluative, and universal questions of text</li> <li>• make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence</li> <li>• summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts</li> <li>• establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</li> <li>• ask literal, interpretive, and evaluative questions of text</li> <li>• make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence</li> <li>• summarize information in text, maintaining meaning and logical order</li> <li>• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)</li> <li>• retell important events in stories in logical order</li> <li>• establish purposes for reading selected texts based upon content to enhance comprehension</li> <li>• make inferences about text and use textual evidence to support understanding</li> <li>• ask literal questions of text</li> <li>• retell or act out important events in stories in logical order</li> <li>• establish purposes for reading selected texts based upon desired outcome to enhance comprehension</li> <li>• make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence</li> <li>• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)</li> <li>• retell or act out important events in stories</li> <li>• make inferences based on the cover, title, illustrations, and plot</li> <li>• ask and respond to questions about text</li> <li>• 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)</li> </ul>

Continued

Eng II (9)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p><b>Reading/beginning reading/strategies*</b></p> <ul style="list-style-type: none"> <li>• use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions</li> <li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text</li> <li>• use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions</li> <li>• 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)</li> <li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts</li> <li>• confirm predictions about what will happen next in text by "reading the part that tells"</li> <li>• ask and respond to questions about texts read aloud</li> <li>• predict what might happen next in text based on the cover, title, and illustrations</li> </ul> <p><b>Comprehension of text read aloud skills*</b></p> <ul style="list-style-type: none"> <li>• ask and answer appropriate questions about the book</li> <li>• use information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>• retell or re-enact a story after it is read aloud</li> </ul>

\*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.



**Eng II (10)****Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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)
- 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

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Eng II (10)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p data-bbox="201 220 621 253"><b>Speaking (conversation) skills*</b></p> <ul data-bbox="226 256 1024 480" style="list-style-type: none"><li data-bbox="226 256 705 289">• match language to social contexts</li><li data-bbox="226 292 1024 324">• demonstrate knowledge of nonverbal conversational rules</li><li data-bbox="226 328 974 360">• demonstrate knowledge of verbal conversational rules</li><li data-bbox="226 363 974 396">• provide appropriate information for various situations</li><li data-bbox="226 399 852 431">• engage in conversations in appropriate ways</li><li data-bbox="226 435 730 467">• use language for different purposes</li></ul>

\*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.









Eng II (11)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective</li> <li>• determine both main and supporting ideas in the speaker's message</li> <li>• follow, restate, and give oral instructions that include multiple action steps</li> <li>• listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective</li> <li>• follow, restate, and give oral instructions that involve a series of related sequences of action</li> <li>• listen attentively to speakers, ask relevant questions, and make pertinent comments</li> <li>• follow, restate, and give oral instructions that involve a short related sequence of actions</li> <li>• listen attentively to speakers and ask relevant questions to clarify information</li> <li>• follow oral directions that involve a short related sequence of actions</li> <li>• listen attentively by facing speakers and asking questions to clarify information</li> </ul> <p><b>Listening comprehension skills*</b></p> <ul style="list-style-type: none"> <li>• show understanding of the new language being spoken by English-speaking teachers and peers (ELL)</li> <li>• show understanding by following two-step oral directions and usually follow three-step directions</li> <li>• show understanding by responding appropriately</li> </ul>

\*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.





**Eng II (12)****Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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

**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

**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

*Continued*

**Eng II (12)****Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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
- 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

*Continued*

Eng II (12)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• listen attentively to speakers, ask relevant questions, and make pertinent comments</li> <li>• follow, restate, and give oral instructions that involve a short related sequence of actions</li> <li>• listen attentively to speakers and ask relevant questions to clarify information</li> <li>• follow oral directions that involve a short related sequence of actions</li> <li>• listen attentively by facing speakers and asking questions to clarify information</li> </ul> <p><b>Listening comprehension skills*</b></p> <ul style="list-style-type: none"> <li>• show understanding of the new language being spoken by English-speaking teachers and peers (ELL)</li> <li>• show understanding by following two-step oral directions and usually follow three-step directions</li> <li>• show understanding by responding appropriately</li> </ul>

\*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
<p><b>English II (19) Reading/Comprehension Skills.</b> 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)</p>	<p>Uses text evidence to make inferences from informational texts.</p>

**Eng II (19) Prerequisite Skills/Links to TEKS Vertical Alignment**

	<ul style="list-style-type: none"> <li>• reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images)</li> <li>• make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence</li> <li>• make complex inferences about text and use textual evidence to support understanding</li> <li>• reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images)</li> <li>• make connections between and across texts, including other media (e.g., film, play), and provide textual evidence</li> <li>• summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</li> <li>• ask literal, interpretive, evaluative, and universal questions of text</li> <li>• make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence</li> <li>• summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts</li> <li>• establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension</li> <li>• ask literal, interpretive, and evaluative questions of text</li> <li>• make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence</li> <li>• summarize information in text, maintaining meaning and logical order</li> <li>• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)</li> <li>• retell important events in stories in logical order</li> <li>• establish purposes for reading selected texts based upon content to enhance comprehension</li> <li>• make inferences about text and use textual evidence to support understanding</li> </ul>
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Eng II (19)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• ask literal questions of text</li> <li>• retell or act out important events in stories in logical order</li> <li>• establish purposes for reading selected texts based upon desired outcome to enhance comprehension</li> <li>• make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence</li> <li>• monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)</li> <li>• retell or act out important events in stories</li> <li>• make inferences based on the cover, title, illustrations, and plot</li> <li>• ask and respond to questions about text</li> <li>• 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)</li> </ul> <p><b>Reading/beginning reading/strategies</b></p> <ul style="list-style-type: none"> <li>• use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions</li> <li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text</li> <li>• use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions</li> <li>• 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)</li> <li>• ask relevant questions, seek clarification, and locate facts and details about stories and other texts</li> <li>• confirm predictions about what will happen next in text by "reading the part that tells"</li> <li>• ask and respond to questions about texts read aloud</li> <li>• predict what might happen next in text based on the cover, title, and illustrations</li> </ul> <p><b>Comprehension of text read aloud skills</b></p> <ul style="list-style-type: none"> <li>• ask and answer appropriate questions about the book</li> <li>• use information learned from books by describing, relating, categorizing, or comparing and contrasting</li> <li>• retell or re-enact a story after it is read aloud</li> </ul>

**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
<p><b>English II (13) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to</p> <p>(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</p>	<p>Revises a text to clarify meaning.</p>

**Eng II (13) Prerequisite Skills/Links to TEKS Vertical Alignment**

	<p><i>Revising</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences</li> <li>• 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</li> <li>• revise final draft in response to feedback from peers and teacher and publish written work for a specific audience</li> <li>• revise drafts for coherence, organization, use of simple and compound sentences, and audience</li> <li>• revise drafts by adding or deleting words, phrases, or sentences</li> <li>• revise drafts by adding or deleting a word, phrase, or sentence</li> <li>• revise drafts by adding details or sentences</li> </ul>
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**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
<p><b>English II (15) Writing/Expository [and Procedural] Texts.</b> 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</p> <ul style="list-style-type: none"> <li>(A) write an [analytical] essay of sufficient length that includes                             <ul style="list-style-type: none"> <li>(i) effective introductory and concluding paragraphs and a variety of sentence structures; Supporting Standard</li> <li>(ii) rhetorical devices, and transitions between paragraphs; Supporting Standard</li> <li>(iii) a thesis or controlling idea; Supporting Standard</li> <li>(iv) an organizing structure appropriate to purpose, audience, and context; and Supporting Standard</li> <li>(v) relevant evidence and well-chosen details; Supporting Standard</li> <li>(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement. Supporting Standard</li> </ul> </li> </ul>	<p>Revises an expository text to communicate information to a specific audience.</p>

**Eng II (15) Prerequisite Skills/Links to TEKS Vertical Alignment**

<ul style="list-style-type: none"> <li>• write an interpretative response to an expository or a literary text (e.g., essay or review) that:                             <ul style="list-style-type: none"> <li>(i) extends beyond a summary and literal analysis;</li> <li>(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and</li> <li>(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices</li> </ul> </li> <li>• 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</li> <li>• write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:                             <ul style="list-style-type: none"> <li>(i) organized and accurately conveyed information; and</li> <li>(ii) reader-friendly formatting techniques</li> </ul> </li> <li>• write an analytical essay of sufficient length that includes:                             <ul style="list-style-type: none"> <li>(i) effective introductory and concluding paragraphs and a variety of sentence structures;</li> <li>(ii) rhetorical devices, and transitions between paragraphs;</li> </ul> </li> </ul>
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**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

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Eng II (15)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)</li> <li>• write brief compositions about topics of interest to the student</li> <li>• dictate or write information for lists, captions, or invitations</li> </ul> <p><b>Writing/writing process*</b></p> <p><i>Revising</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences</li> <li>• 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</li> <li>• revise final draft in response to feedback from peers and teacher and publish written work for a specific audience</li> <li>• revise drafts for coherence, organization, use of simple and compound sentences, and audience</li> <li>• revise drafts by adding or deleting words, phrases, or sentences</li> <li>• revise drafts by adding or deleting a word, phrase, or sentence</li> <li>• revise drafts by adding details or sentences</li> </ul>

\*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
<p><b>English II (16) Writing/Persuasive Texts.</b> 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</p> <ul style="list-style-type: none"> <li>(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence; Supporting Standard</li> <li>(C) counter-arguments based on evidence to anticipate and address objections; Supporting Standard</li> <li>(D) an organizing structure appropriate to the purpose, audience, and context; Supporting Standard</li> <li>(E) an analysis of the relative value of specific data, facts, and ideas; Supporting Standard</li> <li>(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations). Supporting Standard</li> </ul>	<p>Revises a persuasive text for an appropriate audience using correct structure.</p>

**Eng II (16) Prerequisite Skills/Links to TEKS Vertical Alignment**

	<ul style="list-style-type: none"> <li>• write an argumentative essay to the appropriate audience that includes an analysis of the relative value of specific data, facts, and ideas</li> <li>• write an argumentative essay to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context</li> <li>• write an argumentative essay to the appropriate audience that includes counter-arguments based on evidence to anticipate and address objections</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>
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Eng II (16)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• write a persuasive essay to the appropriate audience that establishes a clear thesis or position</li> <li>• write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives</li> <li>• write persuasive essays for appropriate audiences that establish a position and use supporting details</li> <li>• write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community</li> </ul> <p><b>Writing/writing process*</b></p> <p><i>Revising</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences</li> <li>• 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</li> <li>• revise final draft in response to feedback from peers and teacher and publish written work for a specific audience</li> <li>• revise drafts for coherence, organization, use of simple and compound sentences, and audience</li> <li>• revise drafts by adding or deleting words, phrases, or sentences</li> <li>• revise drafts by adding or deleting a word, phrase, or sentence</li> <li>• revise drafts by adding details or sentences</li> </ul>

\*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
<p><b>English II (13) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to</p> <p>(D) edit drafts for grammar, mechanics, and spelling.</p> <p>Readiness Standard</p>	<p>Edits a variety of texts using correct grammar, mechanics, and spelling.</p>

**Eng II (13) Prerequisite Skills/Links to TEKS Vertical Alignment**

<p><i>Editing</i></p> <ul style="list-style-type: none"> <li>• edit drafts for grammar, mechanics, and spelling</li> <li>• edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric</li> <li>• edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</li> <li>• edit drafts by leaving spaces between letters and words</li> </ul> <p><b>Written conventions/handwriting, capitalization, and punctuation*</b></p> <p><i>Capitalization</i></p> <ul style="list-style-type: none"> <li>• use conventions of capitalization</li> <li>• use capitalization for:                             <ul style="list-style-type: none"> <li>(i) abbreviations;</li> <li>(ii) initials and acronyms; and</li> <li>(iii) organizations</li> </ul> </li> <li>• use capitalization for:                             <ul style="list-style-type: none"> <li>(i) historical events and documents;</li> <li>(ii) titles of books, stories, and essays; and</li> <li>(iii) languages, races, and nationalities</li> </ul> </li> <li>• use capitalization for:                             <ul style="list-style-type: none"> <li>(i) geographical names and places;</li> <li>(ii) historical periods; and</li> <li>(iii) official titles of people</li> </ul> </li> <li>• use capitalization for:                             <ul style="list-style-type: none"> <li>(i) proper nouns;</li> <li>(ii) months and days of the week; and</li> <li>(iii) the salutation and closing of a letter</li> </ul> </li> <li>• recognize and use basic capitalization for:                             <ul style="list-style-type: none"> <li>(i) the beginning of sentences;</li> </ul> </li> </ul>
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Continued

Eng II (13)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>(ii) the pronoun "I"; and</li> <li>(iii) names of people</li> <li>• capitalize the first letter in a sentence</li> </ul> <p><i>Punctuation</i></p> <ul style="list-style-type: none"> <li>• use correct punctuation marks including: <ul style="list-style-type: none"> <li>(i) quotation marks to indicate sarcasm or irony;</li> <li>(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and</li> <li>(iii) dashes to emphasize parenthetical information</li> </ul> </li> <li>• use correct punctuation marks, including: <ul style="list-style-type: none"> <li>(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and</li> <li>(ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses</li> </ul> </li> <li>• recognize and use punctuation marks including: <ul style="list-style-type: none"> <li>(i) commas after introductory words, phrases, and clauses; and</li> <li>(ii) semicolons, colons, and hyphens</li> </ul> </li> <li>• recognize and use punctuation marks including: <ul style="list-style-type: none"> <li>(i) commas in compound sentences;</li> <li>(ii) proper punctuation and spacing for quotations; and</li> <li>(iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements)</li> </ul> </li> <li>• recognize and use punctuation marks including: <ul style="list-style-type: none"> <li>(i) commas in compound sentences; and</li> <li>(ii) proper punctuation and spacing for quotations</li> </ul> </li> <li>• recognize and use punctuation marks including: <ul style="list-style-type: none"> <li>(i) commas in compound sentences; and</li> <li>(ii) quotation marks</li> </ul> </li> <li>• recognize and use punctuation marks including: <ul style="list-style-type: none"> <li>(i) apostrophes in contractions and possessives; and</li> <li>(ii) commas in series and dates</li> </ul> </li> <li>• recognize and use punctuation marks, including: <ul style="list-style-type: none"> <li>(i) ending punctuation in sentences;</li> <li>(ii) apostrophes and contractions; and</li> <li>(iii) apostrophes and possessives</li> </ul> </li> <li>• recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences</li> <li>• use punctuation at the end of a sentence</li> </ul>

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

**Eng II (17) Prerequisite Skills/Links to TEKS Vertical Alignment**

<ul style="list-style-type: none"> <li>• use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)</li> <li>• identify and use the subjunctive mood to express doubts, wishes, and possibilities</li> <li>• use and understand the function of the following parts of speech in the context of reading, writing, and speaking:               <ul style="list-style-type: none"> <li>(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);</li> <li>(ii) restrictive and nonrestrictive relative clauses; and</li> <li>(iii) reciprocal pronouns (e.g., each other, one another)</li> </ul> </li> <li>• use and understand the function of the following parts of speech in the context of reading, writing, and speaking:               <ul style="list-style-type: none"> <li>(i) verbs (perfect and progressive tenses) and participles;</li> <li>(ii) appositive phrases;</li> <li>(iii) adverbial and adjectival phrases and clauses;</li> <li>(iv) relative pronouns (e.g., whose, that, which); and</li> <li>(v) subordinating conjunctions (e.g., because, since)</li> </ul> </li> <li>• use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses</li> <li>• write complex sentences and differentiate between main versus subordinate clauses</li> </ul>
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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
	<ul style="list-style-type: none"> <li>• use complete simple sentences</li> <li>• speak in complete sentences to communicate</li> <li>• understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):               <ul style="list-style-type: none"> <li>(i) past and future tenses when speaking;</li> <li>(ii) nouns (singular/ plural);</li> <li>(iii) descriptive words;</li> <li>(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and</li> <li>(v) pronouns (e.g., I, me)</li> </ul> </li> </ul> <p><b>Concepts about print skills</b></p> <ul style="list-style-type: none"> <li>• use some appropriate writing conventions when writing or giving dictation</li> </ul> <p><b>Sentences and structure skills</b></p> <ul style="list-style-type: none"> <li>• combine sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning</li> <li>• combine more than one idea using complex sentences</li> <li>• use sentences with more than one phrase</li> <li>• use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement</li> <li>• use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order</li> </ul> <p><b>Vocabulary skills</b></p> <ul style="list-style-type: none"> <li>• use category labels to understand how the words/ objects relate to each other</li> <li>• use a wide variety of words to label and describe people, places, things, and actions</li> </ul>

**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
<p><b>English II (18) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) use conventions of capitalization; Readiness Standard</li> <li>(B) use correct punctuation marks</li> </ul> <p>Readiness Standard including</p> <ul style="list-style-type: none"> <li>(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; Supporting Standard</li> <li>(ii) quotation marks to indicate sarcasm or irony. Supporting Standard</li> </ul>	<p>Edits a variety of texts for correct capitalization and punctuation.</p>

**Eng II (18) Prerequisite Skills/Links to TEKS Vertical Alignment**

<p><i>Editing</i></p> <ul style="list-style-type: none"> <li>• edit drafts for grammar, mechanics, and spelling</li> <li>• edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric</li> <li>• edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</li> <li>• edit drafts by leaving spaces between letters and words</li> </ul> <p><b>Written conventions/handwriting, capitalization, and punctuation*</b></p> <p><i>Capitalization</i></p> <ul style="list-style-type: none"> <li>• use conventions of capitalization</li> <li>• use capitalization for:                             <ul style="list-style-type: none"> <li>(i) abbreviations;</li> <li>(ii) initials and acronyms; and</li> <li>(iii) organizations</li> </ul> </li> <li>• use capitalization for:                             <ul style="list-style-type: none"> <li>(i) historical events and documents;</li> <li>(ii) titles of books, stories, and essays; and</li> <li>(iii) languages, races, and nationalities</li> </ul> </li> <li>• use capitalization for:                             <ul style="list-style-type: none"> <li>(i) geographical names and places;</li> <li>(ii) historical periods; and</li> </ul> </li> </ul>
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Eng II (18)	Prerequisite Skills/Links to TEKS Vertical Alignment
<p><i>Punctuation</i></p>	<ul style="list-style-type: none"> <li>(iii) official titles of people</li> <li>• use capitalization for: <ul style="list-style-type: none"> <li>(i) proper nouns;</li> <li>(ii) months and days of the week; and</li> <li>(iii) the salutation and closing of a letter</li> </ul> </li> <li>• recognize and use basic capitalization for: <ul style="list-style-type: none"> <li>(i) the beginning of sentences;</li> <li>(ii) the pronoun "I"; and</li> <li>(iii) names of people</li> </ul> </li> <li>• capitalize the first letter in a sentence</li> </ul> <ul style="list-style-type: none"> <li>• use correct punctuation marks including: <ul style="list-style-type: none"> <li>(i) quotation marks to indicate sarcasm or irony;</li> <li>(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and</li> <li>(iii) dashes to emphasize parenthetical information</li> </ul> </li> <li>• use correct punctuation marks, including: <ul style="list-style-type: none"> <li>(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and</li> <li>(ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses</li> </ul> </li> <li>• recognize and use punctuation marks including: <ul style="list-style-type: none"> <li>(i) commas after introductory words, phrases, and clauses; and</li> <li>(ii) semicolons, colons, and hyphens</li> </ul> </li> <li>• recognize and use punctuation marks including: <ul style="list-style-type: none"> <li>(i) commas in compound sentences;</li> <li>(ii) proper punctuation and spacing for quotations; and</li> <li>(iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements)</li> </ul> </li> <li>• recognize and use punctuation marks including: <ul style="list-style-type: none"> <li>(i) commas in compound sentences; and</li> <li>(ii) proper punctuation and spacing for quotations</li> </ul> </li> <li>• recognize and use punctuation marks including: <ul style="list-style-type: none"> <li>(i) commas in compound sentences; and</li> <li>(ii) quotation marks</li> </ul> </li> <li>• recognize and use punctuation marks including: <ul style="list-style-type: none"> <li>(i) apostrophes in contractions and possessives; and</li> <li>(ii) commas in series and dates</li> </ul> </li> <li>• recognize and use punctuation marks, including: <ul style="list-style-type: none"> <li>(i) ending punctuation in sentences;</li> </ul> </li> </ul>



Eng II (18)	Prerequisite Skills/Links to TEKS Vertical Alignment
(ii) apostrophes and contractions: and (iii) apostrophes and possessives	<ul style="list-style-type: none"><li>• recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences</li><li>• use punctuation at the end of a sentence</li></ul>

**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
<p><b>English II (19) [Oral and] Written Conventions/Spelling.</b> Students spell correctly. The student is expected to                      (A) spell correctly, including using various resources to determine and check correct spellings. Readiness Standard</p>	<p>Edits spelling using various resources.</p>

**Eng II (19) Prerequisite Skills/Links to TEKS Vertical Alignment**

	<ul style="list-style-type: none"> <li>• spell correctly, including using various resources to determine and check correct spellings</li> <li>• know how to use the spell-check function in word processing while understanding its limitations</li> <li>• differentiate between commonly confused terms (e.g., its, it's; affect, effect)</li> <li>• spell words with:                             <ul style="list-style-type: none"> <li>(i) Greek Roots (e.g., tele, photo, graph, meter);</li> <li>(ii) Latin Roots (e.g., spec, scribe, rupt, port, ject, dict);</li> <li>(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and</li> <li>(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence)</li> </ul> </li> <li>• spell words with more advanced orthographic patterns and rules:                             <ul style="list-style-type: none"> <li>(i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician);</li> <li>(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and</li> <li>(iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation)</li> </ul> </li> <li>• use spelling patterns and rules and print and electronic resources to determine and check correct spellings</li> <li>• spell commonly used homophones (e.g., there, they're, their; two, too, to)</li> <li>• spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-)</li> <li>• spell words with more advanced orthographic patterns and rules:                             <ul style="list-style-type: none"> <li>(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);</li> <li>(ii) irregular plurals (e.g., man/ men, foot/ feet, child/ children);</li> <li>(iii) double consonants in middle of words;</li> <li>(iv) other ways to spell sh (e.g., -sion, -tion, -cian); and</li> <li>(v) silent letters (e.g., knee, wring)</li> </ul> </li> <li>• use print and electronic resources to find and check correct spellings</li> <li>• spell complex contractions (e.g., should've, won't)</li> <li>• spell single syllable homophones (e.g., bear/ bare; week/ weak; road/ rode)</li> </ul>
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Eng II (19)	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• spell words with common syllable constructions (e.g., closed, open, final stable syllable)</li> <li>• spell high-frequency and compound words from a commonly used list</li> <li>• spell words with more advanced orthographic patterns and rules:               <ul style="list-style-type: none"> <li>(i) consonant doubling when adding an ending;</li> <li>(ii) dropping final "e" when endings are added (e.g., -ing, -ed);</li> <li>(iii) changing y to i before adding an ending;</li> <li>(iv) double consonants in middle of words;</li> <li>(v) complex consonants (e.g., scr-, -dge, -tch); and</li> <li>(vi) abstract vowels (e.g., ou as in could, touch, through, bought)</li> </ul> </li> <li>• use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell</li> <li>• spell simple contractions (e.g., isn't, aren't, can't)</li> <li>• spell base words with inflectional endings (e.g., -ing and -ed)</li> <li>• spell words with common orthographic patterns and rules:               <ul style="list-style-type: none"> <li>(i) complex consonants (e.g., hard and soft c and g, ck);</li> <li>(ii) r-controlled vowels;</li> <li>(iii) long vowels (e.g., VCe-hope); and</li> <li>(iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy)</li> </ul> </li> <li>• use phonological knowledge to match sounds to letters to construct unknown words</li> <li>• use resources to find correct spellings</li> <li>• spell high-frequency words from a commonly used list</li> <li>• spell base words with inflectional endings (e.g., adding "s" to make words plurals)</li> <li>• use letter-sound patterns to spell:               <ul style="list-style-type: none"> <li>(i) consonant-vowel-consonant (CVC) words;</li> <li>(ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and</li> <li>(iii) one-syllable words with consonant blends (e.g., "drop")</li> </ul> </li> <li>• use phonological knowledge to match sounds to letters to construct known words</li> <li>• write one's own name</li> <li>• use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut")</li> <li>• use phonological knowledge to match sounds to letters</li> </ul> <p><b>Independently conveys meanings skills</b></p> <ul style="list-style-type: none"> <li>• write own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters</li> </ul> <p><b>Speech production skills</b></p> <ul style="list-style-type: none"> <li>• perceive differences between similar sounding words</li> </ul>

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