English I Assessment

April, June, December 2022

Eligible Texas Essential Knowledge and Skills
STAAR English I
Assessment

Genres Assessed in Reading:
- Fiction
- Literary Nonfiction
- Poetry
- Drama
- Informational
- Argumentative
- Persuasive

Reporting Category 1:
Understanding and Analysis Across Genres
The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary; Supporting Standard

(B) analyze context to distinguish between the denotative and connotative meanings of words; Readiness Standard

(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo. Supporting Standard

(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(H) synthesize information from two texts to create new understanding; Readiness Standard
Reporting Category: 2
Understanding and Analysis of Literary Texts

The student will demonstrate an ability to understand and analyze literary texts.

4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; **Supporting Standard**

(E) make connections to personal experiences, ideas in other texts, and society; **Supporting Standard**

(F) make inferences and use evidence to support understanding; **Readiness Standard**

(G) evaluate details read to determine key ideas; **Readiness Standard**

5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responses to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(C) use text evidence and original commentary to support a comprehensive response; **Readiness Standard**

(D) paraphrase and summarize texts in ways that maintain meaning and logical order; **Readiness Standard**

6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts---literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) analyze how themes are developed through characterization and plot in a variety of literary texts; **Supporting Standard**

(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils; **Readiness Standard**
(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; **Readiness Standard**

(D) analyze how the setting influences the theme. **Supporting Standard**

7. **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(A) read and respond to American, British, and world literature; **Supporting Standard**

(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms; **Supporting Standard**

(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire; **Supporting Standard**

8. **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) analyze the author's purpose, audience, and message within a text; **Readiness Standard**

(B) analyze use of text structure to achieve the author's purpose; **Supporting Standard**

(C) evaluate the author's use of print and graphic features to achieve specific purposes; **Supporting Standard**

(D) analyze how the author's use of language achieves specific purposes; **Readiness Standard**

(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes; **Supporting Standard**
(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; *Readiness Standard*
Reporting Category: 3
Understanding and Analysis of Informational Texts

The student will demonstrate an ability to understand and analyze informational texts.

(4) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(E) make connections to personal experiences, ideas in other texts, and society; **Supporting Standard**

(F) make inferences and use evidence to support understanding; **Readiness Standard**

(G) evaluate details read to determine key ideas; **Readiness Standard**

(5) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(C) use text evidence and original commentary to support a comprehensive response; **Readiness Standard**

(D) paraphrase and summarize texts in ways that maintain meaning and logical order; **Readiness Standard**

(7) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(D) analyze characteristics and structural elements of informational texts such as:

(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; **Readiness Standard**

(ii) multiple organizational patterns within a text to develop the thesis; **Supporting Standard**
(E) analyze characteristics and structural elements of argumentative texts such as:

(i) clear arguable claim, appeals, and convincing conclusion; **Readiness Standard**

(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; **Readiness Standard**

(iii) identifiable audience or reader; **Supporting Standard**

(8) **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) analyze the author's purpose, audience, and message within a text; **Readiness Standard**

(B) analyze use of text structure to achieve the author's purpose; **Supporting Standard**

(C) evaluate the author's use of print and graphic features to achieve specific purposes; **Supporting Standard**

(D) analyze how the author's use of language achieves specific purposes; **Readiness Standard**

(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes; **Supporting Standard**

(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; **Readiness Standard**

(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments. **Supporting Standard**
Reporting Category: 4 Composition

The student will demonstrate an ability to compose an informational text with a clear, thesis; appropriate organizing structure; engaging idea development; and effective use of language and conventions.

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft; Readiness Standard
Genres Assessed in Revising and Editing:

- Fiction
- Informational
- Literary Nonfiction
- Argumentative
- Correspondence
- Persuasive

Reporting Category: 5
Revising

The student will demonstrate an ability to revise a variety of written texts.

Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

(i) using an organizing structure appropriate to purpose, audience, topic, and context; **Readiness Standard**

(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; **Readiness Standard**

(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses; **Readiness Standard**
Reporting Category: 6
Editing
The student will demonstrate an ability to edit a variety of texts.

(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

(D) edit drafts using standard English conventions, including:

Supporting Standard

(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments; Readiness Standard

(ii) consistent, appropriate use of verb tense and active and passive voice; Supporting Standard

(iii) pronoun-antecedent agreement; Supporting Standard

(iv) correct capitalization; Supporting Standard

(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; Supporting Standard

(vi) correct spelling; Supporting Standard