



English III Assessment

2020-2021

**Eligible Texas Essential
Knowledge and Skills**

STAAR English III Assessment

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.

| 2017 Student Expectation | 2009 Student Expectation |
|--|--|
| <p>None</p> | <p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are 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>Notes: No alignment to this SE has been identified.</p> | |
| <p>(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:</p> <p>(B) analyze context to draw conclusions about nuanced meanings such as in imagery.</p> | <p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to</p> <p>(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings. Readiness Standard</p> |
| <p>Notes: The above standards both require students to use context to draw conclusions about nuanced meanings of words.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

| 2017 Student Expectation | 2009 Student Expectation |
|---|--|
| <p>None</p> | <p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to</p> <p>(C) infer word meaning through the identification and analysis of analogies and other word relationships. Supporting Standard</p> |
| <p>Notes: No alignment to this SE has been identified.</p> | |
| <p>None</p> | <p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to</p> <p>(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words. Supporting Standard</p> |
| <p>Notes: No alignment to this SE has been identified.</p> | |
| <p>(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:</p> <p>(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary.</p> | <p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to</p> <p>(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. Readiness Standard</p> |
| <p>Notes: The above standards align because both require students to use print or digital resources such as a glossary or a dictionary to determine the meaning of words.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

| 2017 Student Expectation | 2009 Student Expectation |
|--|---|
| <p>(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:</p> <p>(E) make connections to personal experiences, ideas in other texts, and society.</p> <p>(H) synthesize information from a variety of text types to create new understanding.</p> | <p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to</p> <p>(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.</p> <p>Supporting Standard</p> |
| <p>Notes: The above standards all focus on synthesizing and making connections across multiple texts.</p> | |
| <p>(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:</p> <p>(F) make inferences and use evidence to support understanding.</p> <p>(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:</p> <p>(C) use text evidence and original commentary to support an analytic response.</p> | <p>(Figure 19) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. The student is expected to</p> <p>(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p> <p>Readiness Standard</p> |
| <p>Notes: Figure 19.B and SEs 4.F and 5.C align because they require students to either make inferences about texts and/or use textual evidence to support understanding.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Reporting Category 2: Understanding and Analysis of Literary Texts

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

| 2017 Student Expectation | 2009 Student Expectation |
|---|---|
| <p>None</p> | <p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to</p> <p>(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition.</p> <p>Readiness Standard</p> |
| <p>Notes: No alignment to this SE has been identified.</p> | |
| <p>(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:</p> <p>(A) read and analyze American literature across literary periods.</p> | <p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to</p> <p>(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films.</p> <p>Supporting Standard</p> |
| <p>Notes: The above standards align because both require students to analyze the development of characters, including archetypes, in a variety of literary texts and time periods.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

| 2017 Student Expectation | 2009 Student Expectation |
|--|--|
| <p>None</p> | <p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to</p> <p>(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.</p> <p>Supporting Standard</p> |
| <p>Notes: No alignment to this SE has been identified.</p> | |
| <p>(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:</p> <p>(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms.</p> | <p>(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to</p> <p>(A) analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.</p> <p>Supporting Standard</p> |
| <p>Notes: The above standards focus on the analysis of metrics, including rhyme scheme, and other conventions in poetry.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

| 2017 Student Expectation | 2009 Student Expectation |
|---|--|
| <p>(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:</p> <p>(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.</p> | <p>(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to</p> <p>(A) analyze the themes and characteristics in different periods of modern American drama.</p> <p>Supporting Standard</p> |
| <p>Notes: The above standards both focus on the analysis of theme in relation to literary elements and devices. In order to be eligible for assessment, items must focus on the relationship between theme and literary elements or devices only in dramatic texts.</p> | |
| <p>(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:</p> <p>(C) evaluate how different literary elements shape the author's portrayal of the plot.</p> | <p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to</p> <p>(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction.</p> <p>Readiness Standard</p> |
| <p>Notes: The above standards align because both focus on the analysis of isolated scenes and their contribution on a plot.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

| 2017 Student Expectation | 2009 Student Expectation |
|--|--|
| <p>None</p> | <p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to</p> <p>(B) analyze the internal and external development of characters through a range of literary devices.</p> <p>Readiness Standard</p> |
| <p>Notes: No alignment to this SE has been identified.</p> | |
| <p>None</p> | <p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to</p> <p>(C) analyze the impact of narration when the narrator's point of view shifts from one character to another.</p> <p>Supporting Standard</p> |
| <p>Notes: No alignment to this SE has been identified.</p> | |
| <p>(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:</p> <p>(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.</p> | <p>(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to</p> <p>(A) analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.</p> <p>Supporting Standard</p> |
| <p>Notes: The above standards align because both focus on the author's use of rhetorical devices to create meaning in a text.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

| 2017 Student Expectation | 2009 Student Expectation |
|---|--|
| <p>(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:</p> <p>(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes.</p> | <p>(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to</p> <p>(A) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.</p> <p>Supporting Standard</p> |
| <p>Notes: The above standards both focus on the use of literary devices. Although the examples provided in these SEs are different, the underlying skill is the same.</p> | |
| <p>None</p> | <p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students are expected to</p> <p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts.</p> <p>Supporting Standard</p> |
| <p>Notes: No alignment to this SE has been identified.</p> | |
| <p>(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:</p> <p>(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> | <p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students are expected to</p> <p>(D) evaluate changes in formality and tone across various media for different audiences and purposes.</p> <p>Supporting Standard</p> |
| <p>Notes: The above standards align because both focus on the author's use of language, which could include diction, syntax, and tone, and its impact on a text.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

| 2017 Student Expectation | 2009 Student Expectation |
|--|---|
| <p>(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:</p> <p>(F) make inferences and use evidence to support understanding.</p> <p>(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:</p> <p>(C) use text evidence and original commentary to support an analytic response.</p> | <p>(Figure 19) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. The student is expected to</p> <p>(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p> <p>Readiness Standard (Fiction) / Supporting Standard (Literary Nonfiction, Poetry, Drama, Media Literacy)</p> |
| <p>Notes: Figure 19.B and SEs 4.F and 5.C align because they require students to either make inferences about text and/or use textual evidence to support a response.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Reporting Category 3: Understanding and Analysis of Informational Texts

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

| 2017 Student Expectation | 2009 Student Expectation |
|---|---|
| <p>(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:</p> <p>(A) analyze the author's purpose, audience, and message within a text.</p> <p>(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> | <p>(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to</p> <p>(A) analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.</p> <p>Readiness Standard</p> |
| <p>Notes: 2009 SE 8.A and 2017 SE 8.A align because both require students to recognize the author's purpose of a text.</p> <p>2009 SE 8.A and 2017 SE 8.F align because both focus on the purposeful use of language, which could include diction, syntax, and tone, and its impact on a text.</p> | |
| <p>(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:</p> <p>(D) paraphrase and summarize texts in ways that maintain meaning and logical order.</p> | <p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to</p> <p>(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion.</p> <p>Readiness Standard</p> |
| <p>Notes: The above standards both require students to summarize texts. Paraphrasing is not eligible for assessment during the transition year.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

| 2017 Student Expectation | 2009 Student Expectation |
|--|--|
| <p>(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:</p> <p>(D) analyze characteristics and structural elements of informational texts such as:</p> <p>(i) clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.</p> | <p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to</p> <p>(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported.</p> <p>Supporting Standard</p> |
| <p>Notes: These standards are aligned because both require students to analyze the supporting details and structural elements of informational texts.</p> | |
| <p>(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:</p> <p>(F) make inferences and use evidence to support understanding.</p> <p>(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:</p> <p>(D) analyze characteristics and structural elements of informational texts such as:</p> <p>(ii) the relationship between organizational design and author's purpose.</p> | <p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to</p> <p>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.</p> <p>Readiness Standard</p> |
| <p>Notes: 2009 SE 9.C and SEs 4.F and 7.D.ii align because they require students to either make inferences about text and/or the impact of the organizational pattern(s) on the thesis (ideas).</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

| 2017 Student Expectation | 2009 Student Expectation |
|---|---|
| <p>(8) Author's purpose (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:</p> <p>(A) analyze the author's purpose, audience, and message within a text.</p> <p>(D) evaluate how the author's use of language informs and shapes the perception of readers</p> <p>(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> | <p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to</p> <p>(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts.</p> <p>Supporting Standard</p> |
| <p>Notes: The above standards all require students to evaluate how the author's purposeful use of language affects tone and/or the perception of the reader.</p> | |
| <p>None</p> | <p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to</p> <p>(A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts).</p> <p>Supporting Standard</p> |
| <p>Notes: No alignment to this SE has been identified.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

| 2017 Student Expectation | 2009 Student Expectation |
|--|--|
| <p>None</p> | <p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to</p> <p>(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p> <p>Supporting Standard</p> |
| <p>Notes: No alignment to this SE has been identified.</p> | |
| <p>None</p> | <p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students are expected to</p> <p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts.</p> <p>Supporting Standard</p> |
| <p>Notes: No alignment to this SE has been identified.</p> | |
| <p>(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:</p> <p>(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> | <p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students are expected to</p> <p>(D) evaluate changes in formality and tone across various media for different audiences and purposes.</p> <p>Supporting Standard</p> |
| <p>Notes: The above standards align because both focus on the purposeful use of language, which could include diction, syntax, and tone, and its impact on a text.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

| 2017 Student Expectation | 2009 Student Expectation |
|--|--|
| <p>(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:</p> <p>(F) make inferences and use evidence to support understanding.</p> <p>(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:</p> <p>(C) use text evidence and original commentary to support an analytic response.</p> | <p>(Figure 19) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. The student is expected to</p> <p>(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p> <p>Readiness Standard (Expository) / Supporting Standard (Persuasive, Procedural, Media Literacy)</p> |
| <p>Notes: Figure 19.B and SEs 4.F and 5.C align because they require students to either make inferences about text and/or use textual evidence to support a response.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Reporting Category 4: Composition

The student will demonstrate an ability to compose a variety of written texts with a clear, controlling thesis; coherent organization; sufficient development; and effective use of language and conventions.

| 2017 Student Expectation | 2009 Student Expectation |
|--|---|
| <p>(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:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p>(i) using strategic organizational structures appropriate to purpose, audience, topic, and context.</p> <p>(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.</p> | <p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to</p> <p>(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning.</p> <p>Readiness Standard</p> |
| <p>Notes: The above standards align because all require students to develop and organize ideas.</p> | |
| <p>(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:</p> <p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.</p> | <p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to</p> <p>(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.</p> <p>Readiness Standard</p> |
| <p>Notes: The above standards are aligned because both focus on revising writing using genre characteristics and craft to improve the overall effectiveness.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

| 2017 Student Expectation | 2009 Student Expectation |
|--|---|
| <p>(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:</p> <p>(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.</p> | <p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to</p> <p>(D) edit drafts for grammar, mechanics, and spelling.</p> <p>Readiness Standard</p> |
| <p>Notes: The above standards require the student to edit drafts using standard English conventions which could include grammar, mechanics, and spelling.</p> | |
| <p>(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:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p>(i) using strategic organizational structures appropriate to purpose, audience, topic, and context.</p> <p>(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.</p> <p>(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:</p> <p>(E) compose literary analysis using genre characteristics and craft.</p> <p>(F) compose rhetorical analysis using genre characteristics and craft.</p> | <p>(15) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to</p> <p>(A) write an analytical essay of sufficient length that includes</p> <p>Readiness Standard</p> <p>(i) effective introductory and concluding paragraphs and a variety of sentence structures.</p> <p>(ii) rhetorical devices, and transitions between paragraphs.</p> <p>(iii) a clear thesis statement or controlling idea.</p> <p>(iv) a clear organizational schema for conveying ideas.</p> <p>(v) relevant and substantial evidence and well-chosen details.</p> <p>(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources.</p> |
| <p>Notes: The above standards align because all require students to compose essays, such as analytical essays, using genre characteristics and craft.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

| 2017 Student Expectation | 2009 Student Expectation |
|--|---|
| <p>(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:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p>(i) using strategic organizational structures appropriate to purpose, audience, topic, and context.</p> <p>(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.</p> <p>(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:</p> <p>(E) compose literary analysis using genre characteristics and craft.</p> <p>(F) compose rhetorical analysis using genre characteristics and craft.</p> | <p>(15) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to</p> <p>(C) write an interpretation of an expository or a literary text that</p> <p>Readiness Standard</p> <p>(i) advances a clear thesis statement.</p> <p>(ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text.</p> <p>(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices.</p> <p>(iv) identifies and analyzes the ambiguities, nuances, and complexities within the text.</p> <p>(v) anticipates and responds to readers' questions or contradictory information.</p> |
| <p>Notes: The above standards align because all require students to compose essays, such as analytical essays, using genre characteristics and craft.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Reporting Category 5: Revision

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

| 2017 Student Expectation | 2009 Student Expectation |
|--|---|
| <p>(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:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p>(i) using strategic organizational structures appropriate to purpose, audience, topic, and context.</p> <p>(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.</p> <p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.</p> | <p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to</p> <p>(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.</p> <p>Readiness Standard</p> |
| <p>Notes: The above standards are aligned because all focus on developing and revising writing using genre characteristics and craft to improve to improve the overall effectiveness.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

| 2017 Student Expectation | 2009 Student Expectation |
|--|--|
| <p>(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:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p>(i) using strategic organizational structures appropriate to purpose, audience, topic, and context.</p> <p>(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.</p> <p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.</p> | <p>(15) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to</p> <p>(A) write an [analytical] essay of sufficient length that includes</p> <p>(i) effective introductory and concluding paragraphs and a variety of sentence structures.</p> <p>(ii) rhetorical devices, and transitions between paragraphs.</p> <p>(iii) a clear thesis statement or controlling idea.</p> <p>(iv) a clear organizational schema for conveying ideas.</p> <p>(v) relevant and substantial evidence and well-chosen details. (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources.</p> <p>Supporting Standards</p> |
| <p>Notes: The above standards align because all require students to revise essays, such as analytical essays, using genre characteristics and craft.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

| 2017 Student Expectation | 2009 Student Expectation |
|--|---|
| <p>(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:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p>(i) using strategic organizational structures appropriate to purpose, audience, topic, and context.</p> <p>(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.</p> <p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.</p> | <p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes</p> <p>(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs.</p> <p>Supporting Standard</p> |
| <p>Notes: The above standards align because all require students to develop or revise essays including a thesis or position supported by evidence.</p> | |
| <p>(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:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p>(i) using strategic organizational structures appropriate to purpose, audience, topic, and context.</p> | <p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes</p> <p>(C) an organizing structure appropriate to the purpose, audience, and context.</p> <p>Supporting Standard</p> |
| <p>Notes: The above standards align because all require students to develop and organize ideas.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

| 2017 Student Expectation | 2009 Student Expectation |
|---|---|
| None | <p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes</p> <p>(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used.</p> <p>Supporting Standard</p> |
| <p>Notes: No alignment to this SE has been identified.</p> | |
| None | <p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes</p> <p>(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).</p> <p>Supporting Standard</p> |
| <p>Notes: No alignment to this SE has been identified.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Reporting Category 6: Editing

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

| 2017 Student Expectation | 2009 Student Expectation |
|---|--|
| <p>(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:</p> <p>(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.</p> | <p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to</p> <p>(D) edit drafts for grammar, mechanics, and spelling.</p> <p>Readiness Standard</p> |
| <p>Notes: The above standards require the student to edit for grammar, mechanics, and spelling.</p> | |
| <p>(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:</p> <p>(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.</p> | <p>(17) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when [speaking and] writing. Students are expected to</p> <p>(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases).</p> <p>Supporting Standard</p> |
| <p>Notes: The above standards require the student to edit for grammar, mechanics, and spelling, which could include the correct use of clauses.</p> | |
| <p>(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:</p> <p>(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.</p> | <p>(17) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when [speaking and] writing. Students are expected to</p> <p>(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p> <p>Readiness Standard</p> |
| <p>Notes: The above standards align because both require students to edit for grammar, mechanics, and spelling using a variety of complete sentences, which would include the correct use of clauses.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

| 2017 Student Expectation | 2009 Student Expectation |
|---|--|
| <p>(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:</p> <p>(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.</p> | <p>(18) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to</p> <p>(A) correctly and consistently use conventions of punctuation and capitalization.</p> <p>Readiness Standard</p> |
| <p>Notes: The above standards are aligned because both focus on editing for correct use of standard English conventions, which could include punctuation and capitalization.</p> | |
| <p>(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:</p> <p>(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.</p> | <p>(19) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to</p> <p>(A) spell correctly, including using various resources to determine and check correct spellings.</p> <p>Readiness Standard</p> |
| <p>Notes: The above standards are aligned because they require students to spell correctly.</p> | |

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.