



# **English II Assessment**

**2020-2021**

**Eligible Texas Essential  
Knowledge and Skills**

# STAAR English II 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><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(A)</b> 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.</p>	<p><b>(1) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to</p> <p><b>(A)</b> determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. <b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to determine the meaning of technical and discipline-based (multiple content areas) words.</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(B)</b> analyze context to distinguish among denotative, connotative, and figurative meanings of words.</p>	<p><b>(1) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to</p> <p><b>(B)</b> analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words. <b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards both require students to use context to distinguish between denotative and connotative meanings of words.</p>	
<p><b>None</b></p>	<p><b>(1) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to</p> <p><b>(C)</b> infer word meaning through the identification and analysis of analogies and other word relationships. <b>Supporting Standard</b></p>
<p><b>Notes:</b> 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><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(C)</b> determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état.</p>	<p><b>(1) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to</p> <p><b>(D)</b> show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., glasnost, avant-garde, coup d'état). <b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both reference the meaning of foreign words and phrases used frequently in English. Although the examples provided in these SEs are different, the underlying skill is the same.</p>	
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(A)</b> 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.</p>	<p><b>(1) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to</p> <p><b>(E)</b> 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. <b>Readiness Standard</b></p>
<p><b>Notes:</b> 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>	
<p><b>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> 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><b>(A)</b> analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.</p>	<p><b>(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. Students are expected to</p> <p><b>(A)</b> compare and contrast differences in similar themes expressed in different time periods. <b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both focus on comparing themes of literary texts.</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><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(E)</b> make connections to personal experiences, ideas in other texts, and society.</p> <p><b>(H)</b> synthesize information from multiple texts to create new understanding.</p>	<p><b>(9) Reading/Comprehension of Informational Text/Expository Text.</b> 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>(D)</b> synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards focus on either synthesizing or making connections across multiple texts.</p>	
<p><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding.</p> <p><b>(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(C)</b> use text evidence and original commentary to support an interpretive response.</p>	<p>(Figure 19) <b>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</p> <p><b>(B)</b> make complex inferences about text and use textual evidence to support understanding.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> 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><b>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> 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><b>(B)</b> analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events.</p>	<p><b>(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. Students are expected to</p> <p><b>(B)</b> analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature. <b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to analyze the development of characters, including archetypes, in a variety of literary texts.</p>	
<p><b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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><b>(D)</b> analyze how the author's use of language informs and shapes the perception of readers.</p>	<p><b>(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. Students are expected to</p> <p><b>(C)</b> relate the figurative language of a literary work to its historical and cultural setting. <b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards both focus on the use of language to achieve a specific purpose, such as significantly reflecting the setting of 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><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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>(B)</b> analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms.</p>	<p><b>(3) Reading/Comprehension of Literary Text/Poetry.</b> 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><b>(A)</b> analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry. <b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards focus on the analysis of metrics, including rhyme scheme, and other conventions in poetry.</p>	
<p><b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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><b>(E)</b> analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes.</p>	<p><b>(4) Reading/Comprehension of Literary Text/Drama.</b> 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><b>(A)</b> analyze how archetypes and motifs in drama affect the plot of plays. <b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards both focus on the use of motif and its effect on a text. Irony and sarcasm would not be 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><b>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> 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><b>(C)</b> analyze isolated scenes and their contribution to the success of the plot as a whole.</p>	<p><b>(5) Reading/Comprehension of Literary Text/Fiction.</b> 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>(A)</b> analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align because both focus on the analysis of isolated scenes and their contribution on a plot.</p>	
<p><b>None</b></p>	<p><b>(5) Reading/Comprehension of Literary Text/Fiction.</b> 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>(B)</b> analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	
<p><b>None</b></p>	<p><b>(5) Reading/Comprehension of Literary Text/Fiction.</b> 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>(C)</b> evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> 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><b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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><b>(F)</b> analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p>	<p><b>(6) Reading/Comprehension of Literary Text/Literary Nonfiction.</b> 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><b>(A)</b> evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both focus on the role of diction, syntax, voice, and tone in a text.</p>	
<p><b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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><b>(E)</b> analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes.</p>	<p><b>(7) Reading/Comprehension of Literary Text/Sensory Language.</b> 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><b>(A)</b> explain the function of symbolism, allegory, and allusions in literary works.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> 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><b>None</b></p>	<p><b>(12) Reading/Media Literacy.</b> 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><b>(A)</b> evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> 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><b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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><b>(F)</b> analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p>	<p><b>(12) Reading/Media Literacy.</b> 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><b>(D)</b> evaluate changes in formality and tone within the same medium for specific audiences and purposes. <b>Supporting Standard</b></p>
<p><b>Notes:</b> 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>	
<p><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding.</p> <p><b>(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(C)</b> use text evidence and original commentary to support an interpretive response.</p>	<p>(Figure 19) <b>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</p> <p><b>(B)</b> make complex inferences about text and use textual evidence to support understanding.</p> <p><b>Readiness Standard</b> (Fiction) / <b>Supporting Standard</b> (Literary Nonfiction, Poetry, Drama, Media Literacy)</p>
<p><b>Notes:</b> 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><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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>(D)</b> analyze characteristics and structural elements of informational texts such as:</p> <p><b>(i)</b> clear thesis, relevant supporting evidence, pertinent examples, and conclusion.</p> <p><b>(8) Author's purpose (8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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><b>(A)</b> analyze the author's purpose, audience, and message within a text.</p>	<p><b>(8) Reading/Comprehension of Informational Text/Culture and History.</b> 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><b>(A)</b> analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> 2017 SE 7.D.i and 2009 SE 8.A are aligned because both require students to recognize the controlling idea, or thesis, of a text and the details that support it.</p> <p>2017 SE 8.A and 2009 SE 8.A align because both require students to recognize the author's purpose of 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><b>(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(D)</b> paraphrase and summarize texts in ways that maintain meaning and logical order.</p>	<p><b>(9) Reading/Comprehension of Informational Text/Expository Text.</b> 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>(A)</b> summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards both require students to summarize texts. Paraphrasing and distinguishing between a summary and a critique are not eligible for assessment during the transition year.</p>	
<p><b>None</b></p>	<p><b>(9) Reading/Comprehension of Informational Text/Expository Text.</b> 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>(B)</b> distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts. <b>Supporting Standard</b></p>
<p><b>Notes:</b> 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><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding.</p> <p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> 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>(D)</b> analyze characteristics and structural elements of informational texts such as:</p> <p><b>(ii)</b> the relationship between organizational design and thesis.</p>	<p><b>(9) Reading/Comprehension of Informational Text/Expository Text.</b> 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>(C)</b> make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> 2009 SE 9.C and SEs 4.F and 7.D.ii align because they require students to either make inferences about the ideas in a text and/or the impact of the organizational pattern(s) on the thesis (ideas).</p>	
<p><b>None</b></p>	<p><b>(10) Reading/Comprehension of Informational Text/Persuasive Text.</b> 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><b>(A)</b> explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> 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><b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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><b>(C)</b> evaluate the author's use of print and graphic features to achieve specific purposes.</p>	<p><b>(11) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to</p> <p><b>(A)</b> evaluate text for the clarity of its graphics and its visual appeal. <b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards both require students to analyze the use of graphic features found in text.</p>	
<p><b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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><b>(C)</b> evaluate the author's use of print and graphic features to achieve specific purposes.</p>	<p><b>(11) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to</p> <p><b>(B)</b> synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics). <b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards both require students to analyze the purposeful use of graphic features found in text.</p>	
<p><b>None</b></p>	<p><b>(12) Reading/Media Literacy.</b> 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><b>(A)</b> evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> 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><b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> 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><b>(F)</b> analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p>	<p><b>(12) Reading/Media Literacy.</b> 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><b>(D)</b> evaluate changes in formality and tone within the same medium for specific audiences and purposes. <b>Supporting Standard</b></p>
<p><b>Notes:</b> 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>	
<p><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding.</p> <p><b>(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(C)</b> use text evidence and original commentary to support an interpretive response.</p>	<p>(Figure 19) <b>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</p> <p><b>(B)</b> make complex inferences about text and use textual evidence to support understanding.</p> <p><b>Readiness Standard</b> (Expository) / <b>Supporting Standard</b> (Persuasive, Procedural, Media Literacy)</p>
<p><b>Notes:</b> 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><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(i)</b> using an organizing structure appropriate to purpose, audience, topic, and context.</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.</p>	<p><b>(13) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to</p> <p><b>(B)</b> structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align because they require students to develop and organize ideas.</p>	
<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.</p>	<p><b>(13) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to</p> <p><b>(C)</b> 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. <b>Readiness Standard</b></p>
<p><b>Notes:</b> 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><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(D)</b> edit drafts using standard English conventions.</p>	<p><b>(13) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to</p> <p><b>(D)</b> edit drafts for grammar, mechanics, and spelling.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards require the student to edit drafts using standard English conventions which could include grammar, mechanics, and spelling.</p>	
<p><b>*N/A</b></p>	<p><b>(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. Students are expected to</p> <p><b>*(A)</b> write an [analytical] essay of sufficient length that includes</p> <p><b>Readiness Standard</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> effective introductory and concluding paragraphs and a variety of sentence structures.</li> <li><b>(ii)</b> rhetorical devices, and transitions between paragraphs.</li> <li><b>(iii)</b> a thesis or controlling idea.</li> <li><b>(iv)</b> an organizing structure appropriate to purpose, audience, and context.</li> <li><b>(v)</b> relevant evidence and well-chosen details.</li> <li><b>(vi)</b> distinctions about the relative value of specific data, facts, ideas that support the thesis statement.</li> </ul>
<p><b>Notes:</b> *Expository writing has not been addressed on STAAR English II. While there are student expectations in the 2017 TEKS that are aligned to SEs 15.A.I-15.A.vi, these SEs are not eligible for assessment in 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><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(C)</b> compose argumentative texts using genre characteristics and craft.</p>	<p><b>(16) Writing/Persuasive Texts.</b> 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 to the appropriate audience that includes</p> <p><b>Readiness Standard</b></p> <p><b>(A)</b> a clear thesis or position based on logical reasons supported by precise and relevant evidence.</p>
<p><b>Notes:</b> 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><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(i)</b> using an organizing structure appropriate to purpose, audience, topic, and context.</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(C)</b> compose argumentative texts using genre characteristics and craft.</p>	<p><b>(16) Writing/Persuasive Texts.</b> 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 to the appropriate audience that includes</p> <p><b>(D)</b> an organizing structure appropriate to the purpose, audience, and context. <b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align because all require students to develop and organize ideas.</p>	
<p><b>None</b></p>	<p><b>(16) Writing/Persuasive Texts.</b> 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 to the appropriate audience that includes</p> <p><b>(E)</b> an analysis of the relative value of specific data, facts, and ideas. <b>Readiness Standard</b></p>
<p><b>Notes:</b> 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 5: Revision

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

2017 Student Expectation	2009 Student Expectation
<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> <li><b>(i)</b> using an organizing structure appropriate to purpose, audience, topic, and context.</li> <li><b>(ii)</b> developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.</li> </ul> <p><b>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.</p>	<p><b>(13) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to</p> <p><b>(C)</b> 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. <b>Readiness Standard</b></p>
<p><b>Notes:</b> 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><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> <li><b>(i)</b> using an organizing structure appropriate to purpose, audience, topic, and context.</li> <li><b>(ii)</b> developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.</li> </ul> <p><b>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.</p>	<p><b>(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. Students are expected to</p> <p><b>(A)</b> write an [analytical] essay of sufficient length that includes</p> <ul style="list-style-type: none"> <li><b>(i)</b> effective introductory and concluding paragraphs and a variety of sentence structures.</li> <li><b>(ii)</b> rhetorical devices, and transitions between paragraphs.</li> <li><b>(iii)</b> a thesis or controlling idea.</li> <li><b>(iv)</b> an organizing structure appropriate to purpose, audience, and context.</li> <li><b>(v)</b> relevant evidence and well-chosen details.</li> <li><b>(vi)</b> distinctions about the relative value of specific data, facts, and ideas that support the thesis statement.</li> </ul> <p><b>Supporting Standards</b></p>
<p><b>Notes:</b> 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><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(i)</b> using an organizing structure appropriate to purpose, audience, topic, and context.</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.</p> <p><b>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.</p>	<p><b>(16) Writing/Persuasive Texts.</b> 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 to the appropriate audience that includes</p> <p><b>(A)</b> a clear thesis or position based on logical reasons supported by precise and relevant evidence.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because all require students to develop or revise essays including a thesis or position supported by evidence.</p>	
<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.</p>	<p><b>(16) Writing/Persuasive Texts.</b> 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 to the appropriate audience that includes</p> <p><b>(C)</b> counter-arguments based on evidence to anticipate and address objections.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to develop an engaging idea, which may include counter-arguments, supporting evidence, details, examples, or commentary.</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><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(i)</b> using an organizing structure appropriate to purpose, audience, topic, and context.</p>	<p><b>(16) Writing/Persuasive Texts.</b> 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 to the appropriate audience that includes</p> <p><b>(D)</b> an organizing structure appropriate to the purpose, audience, and context. <b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to develop and organize ideas.</p>	
<p><b>None</b></p>	<p><b>(16) Writing/Persuasive Texts.</b> 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 to the appropriate audience that includes</p> <p><b>(E)</b> an analysis of the relative value of specific data, facts, and ideas. <b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	
<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.</p>	<p><b>(16) Writing/Persuasive Texts.</b> 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 to the appropriate audience that includes</p> <p><b>(F)</b> a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations). <b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to develop an engaging idea with specific details, examples, and commentary, which may include appeals appropriate to the writing task.</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><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(D)</b> edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"><li><b>(i)</b> a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.</li><li><b>(ii)</b> consistent, appropriate use of verb tense and active and passive voice.</li><li><b>(iii)</b> pronoun-antecedent agreement.</li><li><b>(iv)</b> correct capitalization.</li><li><b>(v)</b> punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.</li><li><b>(vi)</b> correct spelling.</li></ul>	<p><b>(13) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to</p> <p><b>(D)</b> edit drafts for grammar, mechanics, and spelling.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards require the student to edit for grammar, mechanics, and spelling. Although the 2017 standards provide for more specificity, the underlying skills are the same.</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><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(ii)</b> consistent, appropriate use of verb tense and active and passive voice.</p>	<p><b>(17) [Oral and] Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when [speaking and] writing. Students are expected to</p> <p><b>(A)</b> use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]:</p> <p><b>Readiness Standard</b></p> <p><b>(i)</b> more complex active and passive tenses and verbals (gerunds, infinitives, participles).</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards both focus on editing for the appropriate use of verb tenses.</p>	
<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(i)</b> a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.</p>	<p><b>(17) [Oral and] Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when [speaking and] writing. Students are expected to</p> <p><b>(A)</b> use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]:</p> <p><b>Readiness Standard</b></p> <p><b>(ii)</b> restrictive and nonrestrictive relative clauses.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to use a variety of complete sentences, which would include the correct use of clauses.</p>	
<p><b>None</b></p>	<p><b>(17) [Oral and] Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when [speaking and] writing. Students are expected to</p> <p><b>(A)</b> use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]:</p> <p><b>Readiness Standard</b></p> <p><b>(iii)</b> reciprocal pronouns (e.g., each other, one another).</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> 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><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(i)</b> a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.</p>	<p><b>(17) [Oral and] Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when [speaking and] writing. Students are expected to</p> <p><b>(C)</b> use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to use a variety of complete sentences.</p>	
<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(iv)</b> correct capitalization.</p>	<p><b>(18) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to</p> <p><b>(A)</b> use conventions of capitalization.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards are aligned because both focus on editing for correct capitalization.</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><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(v)</b> punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.</p>	<p><b>(18) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to</p> <p><b>(B)</b> use correct punctuation marks including</p> <p><b>Readiness Standard</b></p> <p><b>(i)</b> comma placement in nonrestrictive phrases, clauses, and contrasting expressions.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both focus on editing for punctuation marks, including commas. Editing for the use of semicolons, colons, dashes, and parentheses would not be eligible for assessment during the transition year.</p>	
<p>None</p>	<p><b>(18) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to</p> <p><b>(B)</b> use correct punctuation marks including</p> <p><b>Readiness Standard</b></p> <p><b>(ii)</b> quotation marks to indicate sarcasm or irony.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</p>	
<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(vi)</b> correct spelling.</p>	<p><b>(19) [Oral and] Written Conventions/Spelling.</b> Students spell correctly. Students are expected to</p> <p><b>(A)</b> spell correctly, including using various resources to determine and check correct spellings.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> 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.