



# **English I Assessment**

**2020-2021**

**Eligible Texas Essential  
Knowledge and Skills**

# STAAR English I 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 between the denotative and connotative 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>	

**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 bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.</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> describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo).</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both require students to determine 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.</p> <p><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 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 in a variety of literary texts.</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> analyze how the genre of texts with similar themes shapes meaning.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both focus on analyzing the theme of a literary 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>(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 two 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 a comprehensive 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>None</b></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 the influence of mythic, classical and traditional literature on 20th and 21st century literature. <b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</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 achieves specific purposes.</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>(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 achieves specific purposes.</p> <p><b>(E)</b> analyze the use of literary devices such as irony and oxymoron to achieve specific purposes.</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>(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 effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards all focus on the use or effect of language or literary devices in text. Although the examples provided in these SEs are different, the underlying skill is the same.</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>(C)</b> analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.</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> explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards both focus on dramatic conventions and their effect on a text. Although the examples provided in these SEs are different, the underlying skill is 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>(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 non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.</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 non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development.</p> <p><b>Supporting Standard</b></p>
<p><b>Notes:</b> The above standards align because both focus on the analysis of non-linear plot development in comparison to linear plot development.</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>(B)</b> analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.</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 how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> The above standards align because both require the student to analyze the development of characters in works of fiction.</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> analyze the way in which a work of fiction is shaped by the narrator's point of view.</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>None</b></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> analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event. <b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</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 and oxymoron 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 role of irony, sarcasm, and paradox in literary works. <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>	

**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>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> compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts. <b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</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>(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>	

**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>(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 a comprehensive 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 style="padding-left: 20px;"><b>(i)</b> clear thesis, relevant supporting evidence, pertinent examples, and conclusion.</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>(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> explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.</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 that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion.</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> differentiate between opinions that are substantiated and unsubstantiated in the text.</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>(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> multiple organizational patterns within a text to develop the 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 subtle inferences and draw 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>	

**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>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> analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience.</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>(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>(B)</b> analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.</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>(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> analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications).</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>(B)</b> analyze factual, quantitative, or technical data presented in multiple graphical sources. <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> compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts. <b>Supporting Standard</b></p>
<p><b>Notes:</b> No alignment to this SE has been identified.</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>(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>	

**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>(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 a comprehensive 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> <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>(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 the 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>	

**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>(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.</p> <p><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>	
<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>	

**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>*N/A</b></p>	<p><b>(14) Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p><b>*(A)</b> write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot.</p> <p><b>Readiness Standard</b></p>
<p><b>Notes:</b> *Literary writing has not been addressed on STAAR English I. While there are student expectations in the 2017 TEKS that are aligned to SE 14.A, the SE is not eligible for assessment in the transition year.</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> <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>(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>(B)</b> compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.</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 controlling idea or thesis.</li> <li><b>(iv)</b> an organizing structure appropriate to purpose, audience, and context.</li> <li><b>(v)</b> relevant information and valid inferences.</li> </ul>
<p><b>Notes:</b> The above standards align because both 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><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 controlling idea or thesis.</li> <li><b>(iv)</b> an organizing structure appropriate to purpose, audience, and context.</li> <li><b>(v)</b> relevant information and valid inferences.</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 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 essays that convey information and include a central idea with supporting evidence which could include details, examples, and 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>	

**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, and dashes 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>	
<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>(ii)</b> consistent, appropriate use of verb tense and active and passive voice.</li> </ul>	<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> <ul style="list-style-type: none"> <li><b>(i)</b> more complex active and passive tenses and verbals (gerunds, infinitives, participles).</li> </ul> <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>	

**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>(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>	
<p><b>None</b></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> 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>	

**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, and dashes 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>(ii)</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 and colons would not be eligible for assessment during the transition year.</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.