

STAAR Alternate 2 Spring 2019 English I Essence Statements

STAAR Reporting Category 1	STAAR Reporting Category 2	STAAR Reporting Category 3	STAAR Reporting Category 5	STAAR Reporting Category 6
<p>Understanding and Analysis Across Genres: The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres.</p>	<p>Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.</p>	<p>Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.</p>	<p>Revision: The student will demonstrate an ability to revise a variety of written texts.</p>	<p>Editing: The student will demonstrate an ability to edit a variety of texts.</p>
<p>Knowledge and Skills Statement</p> <p>English I (1) Reading/ Vocabulary Development. Students understand new vocabulary and use it when reading and writing. (Readiness and Supporting Standard)</p> <p>Essence Statement Uses a variety of strategies and reference materials to confirm word meanings when reading.</p>	<p>Knowledge and Skills Statement</p> <p>English I (4) Reading/ Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. (Supporting Standard)</p> <p>Essence Statement Uses text evidence to identify how structure enhances dramatic texts.</p>	<p>Knowledge and Skills Statement</p> <p>English I (9) Reading/ Comprehension of Informational Text/ Expository. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. (Readiness and Supporting Standard)</p> <p>Essence Statement Uses text evidence to draw conclusions from informational texts.</p>	<p>Knowledge and Skills Statement</p> <p>English I (13) Writing/ Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (Readiness Standard)</p> <p>Essence Statement Revises a text to improve writing.</p> <hr style="width: 10%; margin: 0 auto;"/> <p>Knowledge and Skills Statement</p> <p>English I (16) Writing/ Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. (Supporting Standard)</p> <p>Essence Statement Revises a persuasive text for an appropriate audience using correct structure.</p>	<p>Knowledge and Skills Statement</p> <p>English I (13) Writing/ Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (Readiness Standard)</p> <p>Essence Statement Edits a variety of texts using correct grammar, mechanics, and spelling.</p> <hr style="width: 10%; margin: 0 auto;"/> <p>Knowledge and Skills Statement</p> <p>English I (17) [Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when [speaking and] writing. (Readiness and Supporting Standard)</p> <p>Essence Statement Edits text for correct word usage and variance in sentence patterns.</p>

	<p>Knowledge and Skills Statement English I (5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. (Readiness and Supporting Standard)</p> <p>Essence Statement Uses text evidence to identify the elements of fiction in literary texts.</p>	<p>Knowledge and Skills Statement English I (10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. (Supporting Standard)</p> <p>Essence Statement Uses text evidence to identify the author's argument in persuasive texts.</p>		
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