

## STAAR Alternate 2 Spring 2020 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><b>Understanding and Analysis Across Genres:</b> The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres.</p>	<p><b>Understanding and Analysis of Literary Texts:</b> The student will demonstrate an ability to understand and analyze literary texts.</p>	<p><b>Understanding and Analysis of Informational Texts:</b> The student will demonstrate an ability to understand and analyze informational texts.</p>	<p><b>Revision:</b> The student will demonstrate an ability to revise a variety of written texts.</p>	<p><b>Editing:</b> The student will demonstrate an ability to edit a variety of texts.</p>
<p><b>Knowledge and Skills Statement</b>  <b>English I (1) Reading/ Vocabulary Development.</b>            Students understand new vocabulary and use it when reading and writing. (Readiness and Supporting Standard)</p> <p><b>Essence Statement</b>            Uses a variety of strategies and reference materials to confirm word meanings when reading.</p>	<p><b>Knowledge and Skills Statement</b>  <b>English I (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. (Supporting Standard)</p> <p><b>Essence Statement</b>            Uses text evidence to identify how structure enhances dramatic texts.</p>	<p><b>Knowledge and Skills Statement</b>  <b>English I (9) Reading/ Comprehension of Informational Text/ Expository.</b> 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><b>Essence Statement</b>            Uses text evidence to draw conclusions from informational texts.</p>	<p><b>Knowledge and Skills Statement</b>  <b>English I (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. (Supporting Standard)</p> <p><b>Essence Statement</b>            Revises an expository text to communicate information to a specific audience.</p> <hr style="width: 20%; margin: 10px auto;"/> <p><b>Knowledge and Skills Statement</b>  <b>English I (16) Writing/ Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. (Supporting Standard)</p> <p><b>Essence Statement</b>            Revises a persuasive text for an appropriate audience using correct structure.</p>	<p><b>Knowledge and Skills Statement</b>  <b>English I (17) [Oral and] Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when [speaking and] writing. (Readiness and Supporting Standard)</p> <p><b>Essence Statement</b>            Edits text for correct word usage and variance in sentence patterns.</p> <hr style="width: 20%; margin: 10px auto;"/> <p><b>Knowledge and Skills Statement</b>  <b>English I (18) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (Readiness and Supporting Standard)</p> <p><b>Essence Statement</b>            Edits a variety of texts for correct capitalization and punctuation.</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)

**Essence Statement**

Uses text evidence to identify the elements of fiction in literary texts.

**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)

**Essence Statement**

Uses text evidence to identify the author's argument in persuasive texts.