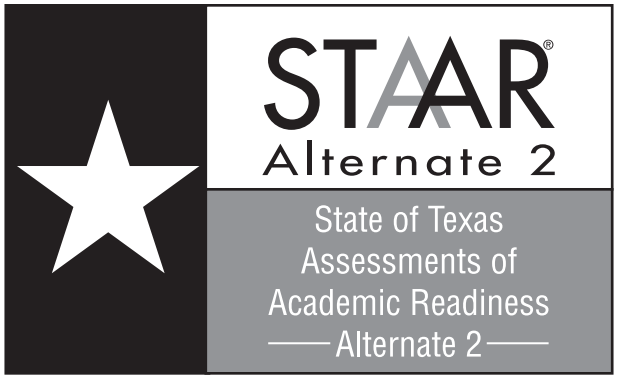

TEKS Curriculum Framework for STAAR Alternate 2

English II

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STAAR Strand 1 – Oral Language Skills

English II TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(A) 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;

(B) analyze context to distinguish between distinguish between the denotative, connotative, and figurative meanings of words.

(C) 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.

Prerequisite Skills/Links to TEKS Vertical Alignment

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- 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 (Eng I)
- analyze context to distinguish between the denotative and connotative meanings of words (Eng I)
- determine the meaning of foreign words written English (e.g., caveat emptor, carte or phrases used frequently in English such as blanche, tete a tete, pas de deux, bon bona fide, caveat, carte blanche, tête-à-tête, appetit, quid pro quo). bon appétit, and quid pro quo (Eng I)
- use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (8)
- use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words (8)
- determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc (8)
- use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (7)
- use context such as contrast or cause and effect to clarify the meaning of words (7)
- determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, lue, and sens/sent (7)
- use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (6)
- use context such as definition, analogy, and examples to clarify the meaning of words (6)
- determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus (6)

Continued

Prerequisite Skills/Links to TEKS Vertical Alignment
• use print or digital resources to determine meaning, syllabication, pronunciation, and word origin (5) • use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words (5) • identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo (5) • identify, use, and explain the meaning of adages and puns (5) • use print or digital resources to determine meaning, syllabication, and pronunciation (4) • use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words (4) • determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter (4) • identify, use, and explain the meaning of homophones such as reign/rain (4) • use print or digital resources to determine meaning, syllabication, and pronunciation (3) • use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (3) • identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful (3) • identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text (3) • use print or digital resources to determine meaning and pronunciation of unknown words (2) • use context within and beyond a sentence to determine the meaning of unfamiliar words (2) • identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion (2) • identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context (2) • use a resource such as a picture dictionary or digital resource to find words (1) • use illustrations and texts the student is able to read or hear to learn or clarify word meanings (1) • identify the meaning of words with the affixes -s, -ed, and -ing (1) • identify and use words that name actions, directions, positions, sequences, categories, and locations (1) • use a resource such as a picture dictionary or digital resource to find words (K) • use illustrations and texts the student is able to read or hear to learn or clarify word meanings (K) • identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations (K)

STAAR Strand 2 – Comprehension Skills

English II TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(A) establish purpose for reading assigned and self-selected texts;
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
(D) create mental images to deepen understanding;
(E) make connections to personal experiences, ideas in other texts, and society;
(F) make inferences and use evidence to support understanding;
(G) evaluate details read to determine key ideas;
(H) synthesize information from multiple texts to create new understanding; and
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Prerequisite Skills/Links to TEKS Vertical Alignment

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- establish purpose for reading assigned and self-selected texts (Eng I)
- generate questions about text before, during, and after reading to deepen understanding and gain information (Eng I)
- make and correct or confirm predictions using text features, characteristics of genre, and structures (Eng I)
- create mental images to deepen understanding (Eng I)
- make connections to personal experiences, ideas in other texts, and society (Eng I)
- make inferences and use evidence to support understanding (Eng I)
- evaluate details read to determine key ideas (Eng I)
- synthesize information from two texts to create new understanding (Eng I)
- make connections to personal experiences, ideas in other texts, and society (8)
- make inferences and use evidence to support understanding (8)
- evaluate details read to determine key ideas (8)
- synthesize information to create new understanding (8)

Continued

Prerequisite Skills/Links to TEKS Vertical Alignment
• make connections to personal experiences, ideas in other texts, and society (7) • make inferences and use evidence to support understanding (7) • evaluate details read to determine key ideas (7) • make connections to personal experiences, ideas in other texts, and society (6) • make inferences and use evidence to support understanding (6) • evaluate details read to determine key ideas (6) • synthesize information to create new understanding (6) • make connections to personal experiences, ideas in other texts, and society (5) • make inferences and use evidence to support understanding (5) • evaluate details read to determine key ideas (5) • synthesize information to create new understanding (5) • make connections to personal experiences, ideas in other texts, and society (4) • make inferences and use evidence to support understanding (4) • evaluate details read to determine key ideas (4) • synthesize information to create new understanding (4) • make connections to personal experiences, ideas in other texts, and society (3) • make inferences and use evidence to support understanding (3) • evaluate details read to determine key ideas (3) • synthesize information to create new understanding (3) • make connections to personal experiences, ideas in other texts, and society (2) • make inferences and use evidence to support understanding (2) • evaluate details read to determine key ideas (2) • synthesize information to create new understanding (2) • make connections to personal experiences, ideas in other texts, and society with adult assistance (1) • make inferences and use evidence to support understanding with adult assistance (1) • evaluate details to determine what is most important with adult assistance (1) • synthesize information to create new understanding with adult assistance (1) • make inferences and use evidence to support understanding with adult assistance (K) • evaluate details to determine what is most important with adult assistance (K) • synthesize information to create new understanding with adult assistance (K)

STAAR Strand 3 – Response Skills

English II TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(C) use text evidence and original commentary to support an interpretive response;

(D) paraphrase and summarize texts in ways that maintain meaning and logical order;

Prerequisite Skills/Links to TEKS Vertical Alignment

Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- use text evidence and original commentary to support a comprehensive response (Eng I)
- paraphrase and summarize texts in ways that maintain meaning and logical order (Eng I)
- use text evidence to support an appropriate response (8)
- paraphrase and summarize texts in ways that maintain meaning and logical order (8)
- use text evidence to support an appropriate response (7)
- paraphrase and summarize texts in ways that maintain meaning and logical order (7)
- use text evidence to support an appropriate response (6)
- paraphrase and summarize texts in ways that maintain meaning and logical order (6)
- use text evidence to support an appropriate response (5)
- retell, paraphrase, or summarize texts in ways that maintain meaning and logical order (5)
- use text evidence to support an appropriate response (4)
- retell, paraphrase, or summarize texts in ways that maintain meaning and logical order (4)
- use text evidence to support an appropriate response (3)
- retell and paraphrase texts in ways that maintain meaning and logical order (3)
- use text evidence to support an appropriate response (2)
- retell and paraphrase texts in ways that maintain meaning and logical order (2)
- use text evidence to support an appropriate response (1)
- retell texts in ways that maintain meaning (1)
- use text evidence to support an appropriate response (K)
- retell texts in ways that maintain meaning (K)

STAAR Strand 4 – Literary Elements and Genres
English II TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures; (B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events; (C) analyze isolated scenes and their contribution to the success of the plot as a whole; and (D) analyze how historical and cultural settings influence characterization, plot, and theme across texts.
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (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; (C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire; (D) analyze characteristics and structural elements of informational texts such as: (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and (ii) the relationship between organizational design and thesis; (E) analyze characteristics and structural elements of argumentative texts such as: (i) clear arguable claim, appeals, and convincing conclusion; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and (iii) identifiable audience or reader;

Prerequisite Skills/Links to TEKS Vertical Alignment

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- analyze how themes are developed through characterization and plot in a variety of literary texts (Eng I)
- analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils (Eng I)
- analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development (Eng I)
- analyze how the setting influences the theme (Eng I)
- analyze how themes are developed through the interaction of characters and events (8)
- analyze how characters' motivations and behaviors influence events and resolution of the conflict (8)
- analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development (8)
- explain how the setting influences the values and beliefs of characters (8)
- infer multiple themes within and across texts using text evidence (7)
- analyze how characters' qualities influence events and resolution of the conflict (7)
- analyze plot elements, including the use of foreshadowing and suspense, to advance the plot (7)
- analyze how the setting influences character and plot development (7)
- infer multiple themes within and across texts using text evidence (6)
- analyze how the characters' internal and external responses develop the plot (6)
- analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback (6)
- analyze how the setting, including historical and cultural settings, influences character and plot development (6)
- infer multiple themes within a text using text evidence (5)
- analyze the relationships of and conflicts among the characters (5)
- analyze plot elements, including rising action, climax, falling action, and resolution (5)
- analyze the influence of the setting, including historical and cultural settings, on the plot (5)

Continued

Prerequisite Skills/Links to TEKS Vertical Alignment

- infer basic themes supported by text evidence (4)
- explain the interactions of the characters and the changes they undergo (4)
- analyze plot elements, including the rising action, climax, falling action, and resolution (4)
- explain the influence of the setting, including historical and cultural settings, on the plot (4)
- infer the theme of a work, distinguishing theme from topic (3)
- explain the relationships among the major and minor characters (3)
- analyze plot elements, including the sequence of events, the conflict, and the resolution (3)
- explain the influence of the setting on the plot (3)
- discuss topics and determine theme using text evidence with adult assistance (2)
- describe the main character's (characters') internal and external traits (2)
- describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (2)
- describe the importance of the setting (2)
- discuss topics and determine theme using text evidence with adult assistance (1)
- describe the main character(s) and the reason(s) for their actions (1)
- describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently (1)
- describe the setting (1)
- discuss topics and determine the basic theme using text evidence with adult assistance (K)
- identify and describe the main character(s) (K)
- describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance (K)
- describe the setting (K)

Continued

Prerequisite Skills/Links to TEKS Vertical Alignment

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms (Eng I)
- analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire (Eng I)
- analyze characteristics and structural elements of informational texts such as (Eng I)
  - (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion
- analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry (8)
- analyze characteristics and structural elements of informational text, including:
  - (ii) the controlling idea or thesis with supporting evidence (8)
  - (iii) multiple organizational patterns within a text to develop the thesis (8)
- analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms (7)
- analyze characteristics and structural elements of informational text, including:
  - (i) the controlling idea or thesis with supporting evidence (7)
  - (iii) organizational patterns that support multiple topics, categories, and subcategories (7)
- analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms (6)
- analyze characteristics and structural elements of informational text, including:
  - (i) the controlling idea or thesis with supporting evidence (6)
  - (ii) feature such as introduction, foreword, preface, references, or acknowledgements to gain background information (6)
  - (iii) organizational patterns such as definition, classification, advantage, and disadvantage (6)
- explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms (5)
- recognize characteristics and structures of informational text, including:
  - (i) the central idea with supporting evidence (5)
  - (ii) features such as insets, timelines, and sidebars to support understanding (5)
  - (iii) organizational patterns such as logical order and order of importance (5)
- explain figurative language such as simile, metaphor, and personification that the poet uses to create images (4)

Continued

Prerequisite Skills/Links to TEKS Vertical Alignment
• recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence (4) (ii) features such as pronunciation guides and diagrams to support understanding (4) (iii) organizational patterns such as compare and contrast (4) • explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems (3) • discuss elements of drama such as characters, dialogue, setting, and acts (3) • recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence (3) (ii) features such as sections, tables, graphs, timelines, bullets, numbers and bold and italicized font to support understanding (3) (iii) organizational patterns such as cause and effect and problem and solution (3) • explain visual patterns and structures in a variety of poems (2) • discuss elements of drama such as characters, dialogue, and setting (2) • recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance (2) (ii) features and graphics to locate and gain information (2) (iii) organizational patterns such as chronological order and cause and effect stated explicitly (2) • discuss rhyme, rhythm, repetition, and alliteration in a variety of poems (1) • discuss elements of drama such as characters and setting (1) • recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance (1) (ii) features and simple graphics to locate or gain information (1) (iii) organizational patterns such as chronological order and description with adult assistance (1) • discuss rhyme and rhythm in nursery rhymes and a variety of poems (K) • discuss main characters in drama (K) • recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance (K) (ii) titles and simple graphics to gain information (K) (iii) the steps in a sequence with adult assistance (K)

STAAR Strand 5 – Author's Purpose and Craft

English II TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) analyze the author's purpose, audience, and message within a text;
(B) analyze use of text structure to achieve the author's purpose;
(C) evaluate the author's use of print and graphic features to achieve specific purposes;
(D) analyze how the author's use of language informs and shapes the perception of readers;
(E) analyze the use of literary devices such irony, sarcasm, and motif to achieve specific purposes;
(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.

Prerequisite Skills/Links to TEKS Vertical Alignment

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- analyze the author's purpose, audience, and message within a text (Eng I)
- analyze use of text structure to achieve the author's purpose (Eng I)
- evaluate the author's use of print and graphic features to achieve specific purposes (Eng I)
- analyze how the author's use of language achieves specific purposes (Eng I)
- analyze the use of literary devices such as irony and oxymoron to achieve specific purposes (Eng I)
- analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text (Eng I)
- explain the author's purpose and message within a text (8)
- analyze the author's use of print and graphic features to achieve specific purposes (8)
- describe how the author's use of figurative language such as extended metaphor achieves specific purposes (8)
- identify and analyze the use of literary devices, including multiple points of view and irony (8)
- explain the author's purpose and message within a text (7)
- analyze the author's use of print and graphic features to achieve specific purposes (7)
- describe how the author's use of figurative language such as metaphor and personification achieves specific purposes (7)
- identify the use of literary devices, including subjective and objective point of view (7)

Continued

Prerequisite Skills/Links to TEKS Vertical Alignment
• explain the author's purpose and message within a text (6) • analyze the author's use of print and graphic features to achieve specific purposes (6) • describe how the author's use of figurative language such as metaphor and personification achieves specific purposes (6) • identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose (6) • explain the author's purpose and message within a text (5) • analyze the author's use of print and graphic features to achieve specific purposes (5) • describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes (5) • identify and understand the use of literary devices, including first- or third-person point of view (5) • explain the author's purpose and message within a text (4) • analyze the author's use of print and graphic features to achieve specific purposes (4) • describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes (4) • identify and understand the use of literary devices, including first- or third-person point of view (4) • explain the author's purpose and message within a text (3) • explain the author's use of print and graphic features to achieve specific purposes (3) • describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes (3) • discuss the author's purpose for writing text (2) • identify the use of literary devices, including first- or third-person point of view (3) • discuss the author's purpose for writing text (1) • discuss with adult assistance the author's use of print and graphic features to achieve specific purposes (1) • discuss how the author uses words that help the reader visualize (1) • listen to and experience first- and third-person texts (1) • discuss with adult assistance the author's purpose for writing text (K) • discuss with adult assistance how the use of text structure contributes to the author's purpose (K) • discuss with adult assistance the author's use of print and graphic features to achieve specific purposes (K) • discuss with adult assistance how the author uses words that help the reader visualize (K) • listen to and experience first- and third-person texts (K)

STAAR Strand 6 – Composition - Writing Process and Genres

English II TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

(D) edit drafts using standard English conventions, including:

(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
(ii) consistent, appropriate use of verb tense and active and passive voice;
(iii) pronoun-antecedent agreement;
(iv) correct capitalization;
(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and
(vi) correct spelling.

Prerequisite Skills/Links to TEKS Vertical Alignment

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses (Eng I)
- edit drafts using standard English conventions, including:
  - (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments (Eng I)
  - (ii) consistent, appropriate use of verb tense and active and passive voice (Eng I)
  - (iii) pronoun-antecedent agreement (Eng I)
  - (iv) correct capitalization (Eng I)
  - (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate (Eng I)
  - (vi) correct spelling (Eng I)
- revise drafts for clarity, development, organization, style, word choice, and sentence variety (8)
- edit drafts using standard English conventions, including:
  - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (8)
  - (ii) consistent, appropriate use of verb tenses and active and passive voice (8)
  - (iii) prepositions and prepositional phrases and their influence on subject-verb agreement (8)
  - (iv) pronoun-antecedent agreement (8)
  - (v) correct capitalization (8)

Continued

Prerequisite Skills/Links to TEKS Vertical Alignment

(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses (8)

- revise drafts for clarity, development, organization, style, word choice, and sentence variety (7)
- edit drafts using standard English conventions, including:
  - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (7)
  - (ii) consistent, appropriate use of verb tenses (7)
  - (iii) conjunctive adverbs (7)
  - (iv) prepositions and prepositional phrases and their influence on subject-verb agreement (7)
  - (v) pronoun-antecedent agreement (7)
  - (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (7)
  - (vii) correct capitalization (7)
  - (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons (7)
- revise drafts for clarity, development, organization, style, word choice, and sentence variety (6)
- edit drafts using standard English conventions, including:
  - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (6)
  - (ii) consistent, appropriate use of verb tenses (6)
  - (iii) conjunctive adverbs (6)
  - (iv) prepositions and prepositional phrases and their influence on subject-verb agreement (6)
  - (v) pronouns, including relative (6)
  - (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (6)
  - (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations (6)
  - (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements (6)
- revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (5)
- edit drafts using standard English conventions, including:
  - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (5)
  - (ii) past tense of irregular verbs (5)
  - (iii) collective nouns (5)
  - (iv) adjectives, including their comparative and superlative forms (5)
  - (v) conjunctive adverbs (5)
  - (vi) prepositions and prepositional phrases and their influence on subject-verb agreement (5)
  - (vii) pronouns, including indefinite (5)
  - (viii) subordinating conjunctions to form complex sentences (5)

Continued

Prerequisite Skills/Links to TEKS Vertical Alignment

(ix) capitalization of abbreviations, initials, acronyms, and organizations (5)
(x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences (5)

- revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (4)
- edit drafts using standard English conventions, including:
  - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (4)
  - (ii) past tense of irregular verbs (4)
  - (iii) singular, plural, common, and proper nouns (4)
  - (iv) adjectives, including their comparative and superlative forms (4)
  - (v) adverbs that convey frequency and adverbs that convey degree (4)
  - (vi) prepositions and prepositional phrases (4)
  - (vii) pronouns, including reflexive (4)
  - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (4)
  - (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities (4)
  - (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue (4)
- revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (3)
- edit drafts using standard English conventions, including:
  - (i) complete simple and compound sentences with subject-verb agreement (3)
  - (ii) past, present, and future verb tense (3)
  - (iii) singular, plural, common, and proper nouns (3)
  - (iv) adjectives, including their comparative and superlative forms (3)
  - (v) adverbs that convey time and adverbs that convey manner (3)
  - (vi) prepositions and prepositional phrases (3)
  - (vii) pronouns, including subjective, objective, and possessive cases (3)
  - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (3)
  - (ix) capitalization of official titles of people, holidays, and geographical names and places (3)

Continued

Prerequisite Skills/Links to TEKS Vertical Alignment

(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series (3)

- revise drafts by adding, deleting, or rearranging words, phrases, or sentences (2)
- edit drafts using standard English conventions, including:
  - (i) complete sentences with subject-verb agreement (2)
  - (ii) past, present, and future verb tense (2)
  - (iii) singular, plural, common, and proper nouns (2)
  - (iv) adjectives, including articles (2)
  - (v) adverbs that convey time and adverbs that convey place (2)
  - (vi) prepositions and prepositional phrases (2)
  - (vii) pronouns, including subjective, objective, and possessive cases (2)
  - (viii) coordinating conjunctions to form compound subjects and predicates (2)
  - (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter (2)
  - (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates (2)
- revise drafts by adding details in pictures or words (1)
- edit drafts using standard English conventions, including:
  - (i) complete sentences with subject-verb agreement (1)
  - (ii) past and present verb tense (1)
  - (iii) singular, plural, common, and proper nouns (1)
  - (iv) adjectives, including articles (1)
  - (v) adverbs that convey time (1)
  - (vi) prepositions (1)
  - (vii) pronouns, including subjective, objective, and possessive cases (1)
  - (viii) capitalization for the beginning of sentences and the pronoun "I" (1)
  - (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1)

Continued

Prerequisite Skills/Links to TEKS Vertical Alignment	
	• revise drafts by adding details in pictures or words (K) • edit drafts with adult assistance using standard English conventions, including: (i) complete sentences (K) (ii) verbs (K) (iii) singular and plural nouns (K) (iv) adjectives, including articles (K) (v) prepositions (K) (vi) pronouns, including subjective, objective, and possessive cases (K) (vii) capitalization of the first letter in a sentence and name (K) (viii) punctuation marks at the end of declarative sentences (K)