



# **English I Assessment**

**April, June,  
December 2022**

**Eligible Texas Essential  
Knowledge and Skills**

# STAAR English I Assessment

## Genres Assessed in Reading:

- Fiction
- Literary Nonfiction
- Poetry
- Drama
- Informational
- Argumentative
- Persuasive

## 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.

- (2) **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; **Supporting Standard**
  - (B) analyze context to distinguish between the denotative and connotative meanings of words; **Readiness Standard**
  - (C) 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. **Supporting Standard**
- (4) **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:
- (H) synthesize information from two texts to create new understanding; **Readiness Standard**

## Reporting Category: 2 Understanding and Analysis of Literary Texts

The student will demonstrate an ability to understand and analyze literary texts.

- (4) **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:
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; **Supporting Standard**
  - (E) make connections to personal experiences, ideas in other texts, and society; **Supporting Standard**
  - (F) make inferences and use evidence to support understanding; **Readiness Standard**
  - (G) evaluate details read to determine key ideas; **Readiness Standard**
- (5) **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 a comprehensive response; **Readiness Standard**
  - (D) paraphrase and summarize texts in ways that maintain meaning and logical order; **Readiness Standard**
- (6) **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 in a variety of literary texts; **Supporting Standard**
  - (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils; **Readiness Standard**

- (C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; **Readiness Standard**
  - (D) analyze how the setting influences the theme. **Supporting Standard**
- (7) **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:
- (A) read and respond to American, British, and world literature; **Supporting Standard**
  - (B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms; **Supporting Standard**
  - (C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire; **Supporting Standard**
- (8) **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; **Readiness Standard**
  - (B) analyze use of text structure to achieve the author's purpose; **Supporting Standard**
  - (C) evaluate the author's use of print and graphic features to achieve specific purposes; **Supporting Standard**
  - (D) analyze how the author's use of language achieves specific purposes; **Readiness Standard**
  - (E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes; **Supporting Standard**

- (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; **Readiness Standard**

## **Reporting Category: 3**

### **Understanding and Analysis of Informational Texts**

**The student will demonstrate an ability to understand and analyze informational texts.**

- (4) **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:
- (E) make connections to personal experiences, ideas in other texts, and society; **Supporting Standard**
  - (F) make inferences and use evidence to support understanding; **Readiness Standard**
  - (G) evaluate details read to determine key ideas; **Readiness Standard**
- (5) **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 a comprehensive response; **Readiness Standard**
  - (D) paraphrase and summarize texts in ways that maintain meaning and logical order; **Readiness Standard**
- (7) **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:
- (D) analyze characteristics and structural elements of informational texts such as:
    - (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; **Readiness Standard**
    - (ii) multiple organizational patterns within a text to develop the thesis; **Supporting Standard**

- (E) analyze characteristics and structural elements of argumentative texts such as:
  - (i) clear arguable claim, appeals, and convincing conclusion; **Readiness Standard**
  - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; **Readiness Standard**
  - (iii) identifiable audience or reader; **Supporting Standard**
  
- (8) **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; **Readiness Standard**
  - (B) analyze use of text structure to achieve the author's purpose; **Supporting Standard**
  - (C) evaluate the author's use of print and graphic features to achieve specific purposes; **Supporting Standard**
  - (D) analyze how the author's use of language achieves specific purposes; **Readiness Standard**
  - (E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes; **Supporting Standard**
  - (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; **Readiness Standard**
  - (G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments. **Supporting Standard**

## Reporting Category: 4 Composition

The student will demonstrate an ability to compose an informational text with a clear, thesis; appropriate organizing structure; engaging idea development; and effective use of language and conventions.

- (10) **Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft; ***Readiness Standard***



**Genres Assessed in Revising and Editing:**

- Fiction
- Literary Nonfiction
- Correspondence
- Informational
- Argumentative
- Persuasive

**Reporting Category: 5  
Revising**

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

- (9) **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 use appropriate conventions. The student is expected to:
- (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
    - (i) using an organizing structure appropriate to purpose, audience, topic, and context; **Readiness Standard**
    - (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; **Readiness Standard**
  - (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; **Readiness Standard**

## Reporting Category: 6 Editing

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

- (9) **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 use appropriate conventions. The student is expected to:
- (D) edit drafts using standard English conventions, including:
- Supporting Standard**
  - (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments; **Readiness Standard**
  - (ii) consistent, appropriate use of verb tense and active and passive voice; **Supporting Standard**
  - (iii) pronoun-antecedent agreement; **Supporting Standard**
  - (iv) correct capitalization; **Supporting Standard**
  - (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; **Supporting Standard**
  - (vi) correct spelling; **Supporting Standard**