

STAAR Alternate 2 Spring 2016 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 (3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. (Supporting Standard)</p> <p>Essence Statement Uses text evidence to identify imagery in poetry.</p> <hr/> <p>Knowledge and Skills Statement</p> <p>English I (6) Reading/Comprehension of Literary Text/Literary Nonfiction. 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. (Supporting Standard)</p>	<p>Knowledge and Skills Statement</p> <p>English I (9) Reading/Comprehension of Informational Text/Expository Text. 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> <hr/> <p>Knowledge and Skills Statement</p> <p>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>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 clarify writing.</p> <hr/> <p>Knowledge and Skills Statement</p> <p>English I (15) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. (Supporting Standard)</p> <p>Essence Statement Revises an expository text to communicate information to a specific audience.</p> <hr/>	<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 texts for correct word usage and variance in sentence patterns.</p> <hr/> <p>Knowledge and Skills Statement</p> <p>English I (18) [Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (Readiness and Supporting Standard)</p> <p>Essence Statement Edits a variety of texts for correct capitalization and punctuation.</p>

Essence Statement

Recognizes the author's use of language in literary nonfiction.

Knowledge and Skills Statement

English I (19)

Reading/Comprehension Skills.

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. (Readiness and Supporting Standard)

Essence Statement

Uses text evidence to make inferences from literary texts.

Essence Statement

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

Knowledge and Skills Statement

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)

Essence Statement

Revises a persuasive text for an appropriate audience using correct structure.