



# Vertical Alignment

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## English Language Arts and Reading

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English I, High School Courses

Writing

Grade 8	English I	English II
<b>Introduction</b>		
<p>§110.17. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Middle School, Beginning with School Year 2009-2010.</p> <p><i>Source: The provisions of this §110.17 adopted to be effective September 4, 2008, 33 TexReg 7162; amended to be effective February 22, 2010, 35 TexReg 1462.</i></p> <p>§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010.</p>	<p>§110.30. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, High School, Beginning with School Year 2009-2010.</p> <p><i>Source: The provisions of this §110.30 adopted to be effective September 4, 2008, 33 TexReg 7162; amended to be effective February 22, 2010, 35 TexReg 1462.</i></p> <p>§110.31. English Language Arts and Reading, English I (One Credit), Beginning with School Year 2009-2010.</p>	<p>§110.30. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, High School, Beginning with School Year 2009-2010.</p> <p><i>Source: The provisions of this §110.30 adopted to be effective September 4, 2008, 33 TexReg 7162; amended to be effective February 22, 2010, 35 TexReg 1462.</i></p> <p>§110.32. English Language Arts and Reading, English II (One Credit), Beginning with School Year 2009-2010.</p>
<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In eighth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language</p>	<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language</p>	<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English II, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language</p>

Grade 8	English I	English II
skills. Students should read and write on a daily basis.	skills. Students should read and write on a daily basis.	skills. Students should read and write on a daily basis.
For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.	English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.	English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.	For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.	For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
During initial stages of English development, ELLs are	During initial stages of English development, ELLs are	During initial stages of English development, ELLs are

Grade 8	English I	English II
<p>expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>	<p>expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>	<p>expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>
<p>To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 8 as described in subsection (b) of this section.</p>	<p>To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English I as described in subsection (b) of this section.</p>	<p>To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English II as described in subsection (b) of this section.</p>
<p>To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>	<p>To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>	<p>To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>
<p><b>Writing/Writing Process.</b></p>		

Grade 8	English I	English II
<p><b>8.14</b> <i>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</i></p>	<p><b>E1.13</b> <i>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</i></p>	<p><b>E2.13</b> <i>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</i></p>
<p><b>TxCCRS</b> <i>A.Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</i></p>	<p><b>TxCCRS</b> <i>A.Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</i></p>	<p><b>TxCCRS</b> <i>A.Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</i></p>
<p><b>TxCCRS</b> <i>B.Writing across the curriculum</i></p>	<p><b>TxCCRS</b> <i>B.Writing across the curriculum</i></p>	<p><b>TxCCRS</b> <i>B.Writing across the curriculum</i></p>
<p><b>8.14A</b> Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.</p> <p>Plan</p> <p>A FIRST DRAFT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Determine appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews, etc.)</li> <li>Select a focused topic</li> <li>Determine the purpose or intended meaning</li> </ul>	<p><b>E1.13A</b> Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.</p> <p>Plan</p> <p>A FIRST DRAFT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Determine appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews, etc.)</li> <li>Select a focused topic</li> <li>Determine the purpose or intended meaning</li> </ul>	<p><b>E2.13A</b> Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.</p> <p>Plan</p> <p>A FIRST DRAFT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Determine appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews, etc.)</li> <li>Select a focused topic</li> <li>Determine the purpose or intended meaning</li> </ul>

Grade 8	English I	English II
<p>of the topic</p> <ul style="list-style-type: none"> <li>• Determine an appropriate audience</li> <li>• Select an appropriate genre for the purpose and audience</li> <li>• Generate and categorize ideas and details about the selected topic (e.g., webbing, graphic organizer, listing, etc.)</li> </ul> <p>Purpose – <b>the intended goal of a piece of writing; the reason a person writes</b></p> <p>Audience – <b>the intended target group for a message, regardless of the medium</b></p> <p>Genre – <b>the type or class of a work, usually categorized by form, technique, or content</b></p> <p>Examples of purposes for writing:</p> <ul style="list-style-type: none"> <li>• To entertain</li> <li>• To explain</li> <li>• To describe</li> <li>• To inform</li> <li>• To persuade</li> <li>• To respond</li> </ul> <p>Develop</p> <p>A THESIS OR CONTROLLING IDEA</p> <p>Thesis – <b>a statement or premise supported by arguments; the subject or theme of a speech or composition</b></p> <p>Controlling idea – <b>the main point or underlying direction of a piece of writing. A controlling idea makes the reader ask a question that will be answered by reading more or helps the reader understand the author’s purpose for writing the</b></p>	<p>of the topic</p> <ul style="list-style-type: none"> <li>• Select a correct genre for the purpose and multiple audiences</li> <li>• Generate and categorize ideas and details about the selected topic (e.g., webbing, graphic organizer, listing, etc.)</li> </ul> <p>Purpose – <b>the intended goal of a piece of writing; the reason a person writes</b></p> <p>Audience – <b>the intended target group for a message, regardless of the medium</b></p> <p>Genre – <b>the type or class of a work, usually categorized by form, technique, or content</b></p> <p>Examples of purposes for writing:</p> <ul style="list-style-type: none"> <li>• To entertain</li> <li>• To explain</li> <li>• To describe</li> <li>• To inform</li> <li>• To persuade</li> <li>• To respond</li> </ul> <p>Develop</p> <p>A THESIS OR CONTROLLING IDEA</p> <p>Thesis – <b>a statement or premise supported by arguments; the subject or theme of a speech or composition</b></p> <p>Controlling idea – <b>the main point or underlying direction of a piece of writing. A controlling idea makes the reader ask a question that will be answered by reading more or helps the reader understand the author’s purpose for writing the paragraph or essay.</b></p>	<p>of the topic</p> <ul style="list-style-type: none"> <li>• Select a correct genre for the purpose and multiple audiences</li> <li>• Generate and categorize ideas and details about the selected topic (e.g., webbing, graphic organizer, listing, etc.)</li> </ul> <p>Purpose – <b>the intended goal of a piece of writing; the reason a person writes</b></p> <p>Audience – <b>the intended target group for a message, regardless of the medium</b></p> <p>Genre – <b>the type or class of a work, usually categorized by form, technique, or content</b></p> <p>Examples of purposes for writing:</p> <ul style="list-style-type: none"> <li>• To entertain</li> <li>• To explain</li> <li>• To describe</li> <li>• To inform</li> <li>• To persuade</li> <li>• To respond</li> </ul> <p>Develop</p> <p>A THESIS OR CONTROLLING IDEA</p> <p>Thesis – <b>a statement or premise supported by arguments; the subject or theme of a speech or composition</b></p> <p>Controlling idea – <b>the main point or underlying direction of a piece of writing. A controlling idea makes the reader ask a question that will be answered by reading more or helps the reader understand the author’s purpose for writing the paragraph or essay.</b></p>

Grade 8	English I	English II
<p><b>paragraph or essay.</b></p> <p>Revisions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Revise entire sentences including, but not limited to: <ul style="list-style-type: none"> <li>◦ Run-on sentences</li> <li>◦ Fragments</li> <li>◦ Order of words and phrases (e.g., misplaced prepositional phrases)</li> <li>◦ Repetition</li> <li>◦ Transitional sentence</li> </ul> </li> <li>• Revise/change/replace single words and phrases including, but not limited to: <ul style="list-style-type: none"> <li>◦ General vs. specific</li> <li>◦ Formal vs. informal</li> <li>◦ Synonym vs. antonym</li> <li>◦ Transitional words/phrases</li> <li>◦ Pronoun specificity (antecedents)</li> </ul> </li> <li>• Add/insert entire sentences including, but not limited to: <ul style="list-style-type: none"> <li>◦ Closing/concluding sentences that emphasizes the overall message or controlling idea</li> <li>◦ Relevant details in appropriate places</li> </ul> </li> <li>• Add/insert single words and/or phrases including, but not limited to: <ul style="list-style-type: none"> <li>• Transitions</li> </ul> </li> <li>• Combine sentences into a single sentence while maintaining meaning and clarity</li> </ul> <p>Note: This is the first step in the writing process, often referred to as prewriting or planning.</p>	<p>Note: This is the first step in the writing process, often referred to as prewriting or planning.</p>	<p>Note: This is the first step in the writing process, often referred to as prewriting or planning.</p>
8.14B	E1.13B	E2.13B

**Grade 8**

**Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.**

Develop

DRAFTS

Including, but not limited to:

- Construct a draft using a selected organizational strategy according the genre and purpose
- Include and build upon ideas and details that are strongly related and contribute to the thesis or controlling idea of the piece
- Develop a coherent draft that is focused, organized, and well controlled with meaningful transitions and connections
- Choose words that are purposeful and precise and support the overall meaning (or purpose) of the piece

Examples of possible organizational patterns (strategies):

- Sequential order
- Chronological order
- Order of importance
- Cause-and-effect
- Compare and contrast
- Problem/solution
- Description

**English I**

**Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning.**

***Readiness Standard***

Structure

IDEAS IN A SUSTAINED AND PERSUASIVE WAY

Including, but not limited to:

- Organize ideas using outlines, note taking, graphic organizers, and/or lists as applicable
- Select a form or structure appropriate to the genre, purpose, and audience

Develop

DRAFTS

Including, but not limited to:

- In timed and open-ended situations
- Develop a draft using a selected organizational pattern appropriate to the genre, audience, and purpose
- Include ideas and details that are strongly related and contribute to the thesis or controlling idea of the piece
- Develop a coherent draft that is focused and well controlled with meaningful transitions and connections
- Include rhetorical devices as appropriate to convey meaning

**English II**

**Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning.**

***Readiness Standard***

Structure

IDEAS IN A SUSTAINED AND PERSUASIVE WAY

Including, but not limited to:

- Organize ideas using outlines, note taking, graphic organizers, and/or lists as applicable
- Select a form or structure appropriate to the genre, purpose and audience

Develop

DRAFTS

Including, but not limited to:

- In timed and open-ended situations
- Develop a draft using a selected organizational pattern appropriate to the genre, audience and purpose
- Include ideas and details that are strongly related and contribute to the thesis or controlling idea of the piece
- Develop a coherent draft that is focused and well controlled with meaningful transitions and connections
- Include rhetorical devices as appropriate to convey meaning

Grade 8	English I	English II
<p>Organizational pattern (strategy) – <b>the pattern an author constructs as he organizes his or her ideas and provides supporting details</b></p> <p>Organization of a paper – <b>the development of ideas in a coherent manner. In a well-organized paper, main points should be supported, each idea should flow sequentially and logically to the next idea, transitions should connect ideas, and extraneous sentences should not be included.</b></p> <p>Transitional words and phrases – <b>words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.</b></p> <p>Word choice – <b>the author’s thoughtful use of precise vocabulary to fully convey meaning to the reader</b></p> <p>Note: This is the second step in the writing process, often referred to as drafting. The focus is on developing ideas and the message not on mechanics.</p>	<p>Rhetorical device – <b>a technique that an author or speaker uses to influence or persuade an audience</b></p> <p>Transitional words and phrases – <b>words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.</b></p> <p>Note: This is the second step in the writing process. This SE combines prewriting (making a plan) and writing a draft (putting thoughts onto paper). The focus is on content, not mechanics.</p>	<p>Rhetorical device – <b>a technique that an author or speaker uses to influence or persuade an audience</b></p> <p>Transitional words and phrases – <b>words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.</b></p> <p>Note: This is the second step in the writing process. This SE combines prewriting (making a plan) and writing a draft (putting thoughts onto paper). The focus is on content, not mechanics.</p>
<p><b>8.14C</b> Revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.</p>	<p><b>E1.13C</b> Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. <i>Readiness Standard</i>  After rethinking</p>	<p><b>E2.13C</b> Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. <i>Readiness Standard</i>  After rethinking</p>

Grade 8	English I	English II
<p>After rethinking</p> <p>HOW WELL QUESTIONS OF PURPOSE, AUDIENCE, AND GENRE HAVE BEEN ADDRESSED</p> <p>Purpose – <b>the intended goal of a piece of writing; the reason a person writes</b></p> <p>Audience – <b>the intended target group for a message, regardless of the medium</b></p> <p>Genre – <b>the type or class of a work, usually categorized by form, technique, or content</b></p> <p>Revise</p> <p>DRAFTS</p> <p>Revise – changing, adding, or deleting words, phrases, or sentences to clarify and/or to enhance the message to ensure the purpose, audience, and genre have been addressed</p> <p>Revisions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Ensure precise word choice and vivid images</li> <li>• Maintain consistent point of view</li> <li>• Use varied sentences, simple, compound, and complex, that are purposeful and well controlled to enhance the effectiveness of the piece</li> <li>• Check internal (within the paragraph) and external (within the complete piece) coherence</li> <li>• Improve transitions and sentence-to-sentence connections to enhance the flow of the piece</li> </ul> <p>Coherent – <b>logically ordered, with consistent</b></p>	<p>HOW WELL QUESTIONS OF PURPOSE, AUDIENCE, AND GENRE HAVE BEEN ADDRESSED</p> <p>Rhetorical purpose – <b>the author’s primary aim in a piece of writing. The rhetorical purpose could be to narrate, to argue, to review, to explain, or to examine</b></p> <p>Audience – <b>the intended target group for a message, regardless of the medium</b></p> <p>Genre – <b>the type or class of a work, usually categorized by form, technique, or content</b></p> <p>Revise</p> <p>DRAFTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• To improve style – <b>the way something is written, in contrast to its content</b></li> <li>• To improve word choice – <b>the author’s thoughtful use of precise vocabulary to fully convey meaning to the reader</b></li> <li>• To improve the use of figurative language – <b>language not intended to be taken literally but layered with meaning through the use of imagery, metaphors, and other literary devices</b></li> <li>• To improve sentence variety – purposeful use of simple, compound, complex and compound complex sentences (refer to E1.17C)</li> <li>• To improve subtlety of meaning – fine distinctions of meaning</li> </ul>	<p>HOW WELL QUESTIONS OF PURPOSE, AUDIENCE, AND GENRE HAVE BEEN ADDRESSED</p> <p>Rhetorical purpose – <b>the author’s primary aim in a piece of writing. The rhetorical purpose could be to narrate, to argue, to review, to explain, or to examine.</b></p> <p>Audience – <b>the intended target group for a message, regardless of the medium</b></p> <p>Genre – <b>the type or class of a work, usually categorized by form, technique, or content</b></p> <p>Revise</p> <p>DRAFTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• To improve style – <b>the way something is written, in contrast to its content</b></li> <li>• To improve word choice – <b>the author’s thoughtful use of precise vocabulary to fully convey meaning to the reader</b></li> <li>• To improve the use of figurative language – <b>language not intended to be taken literally but layered with meaning through the use of imagery, metaphors, and other literary devices</b></li> <li>• To improve sentence variety – purposeful use of simple, compound, complex and compound complex sentences (refer to E2.17C)</li> <li>• To improve subtlety of meaning – fine distinctions of meanin</li> </ul>

**Grade 8**

**relations of parts to the whole (e.g., a *coherent essay*)**

Internal coherence – **a logical organization and fluid progression of ideas and /or sentences; a piece of writing with internal coherence does not contradict itself.**

External coherence – **organizing the major components of a written composition- introduction, body, conclusion, or in the case of a multi-paragraph essay, the paragraphs- in a logical sequence so that they flow easily and progress from one idea to another while still holding true to the central idea of the composition**

Word choice – **the author’s thoughtful use of precise vocabulary to fully convey meaning to the reader**

Revisions may include, but are not limited to:

- Revise entire sentences including, but not limited to:
  - Run-on sentences
  - Fragments
  - Order of words and phrases (e.g., misplaced prepositional phrases)
  - Repetition
  - Transitional sentence
- Revise/change/replace single words and phrases including, but not limited to:
  - General vs. specific
  - Formal vs. informal
  - Synonym vs. antonym
  - Transitional words/phrases
  - Pronoun specificity (antecedents)
- Add/insert entire sentences including, but not

**English I**

Revisions may include, but are not limited to:

- Revise entire sentences including, but not limited to:
  - Run-on sentences
  - Fragments
  - Order of words and phrases (e.g. misplaced prepositional phrases)
  - Repetition
  - Transition sentence
- Revise/change/replace single words and phrases including, but not limited to:
  - General vs. specific
  - Formal vs. informal
  - Synonyms vs. antonyms
  - Transitional words and phrases
  - Pronoun specificity (antecedent)
- Add/insert sentences including, but not limited to:
  - Relevant details in appropriate places
- Add/insert single words and/or phrases including, but not limited to:
  - Transitions
- Add/insert sentences including, but not limited to:
  - Relevant details in appropriate places
- Delete unnecessary sentences/details
- Combine sentences into a single sentence while maintaining meaning and clarity

Note:

While this is considered the third step in the writing process, revision may be ongoing throughout the writing process.

**English II**

Revisions may include, but are not limited to:

- Revise entire sentences including, but not limited to:
  - Run-on sentences
  - Fragments
  - Order of words and phrases (e.g. misplaced prepositional phrases)
  - Repetition
  - Transition sentence
- Revise/change/replace single words and phrases including, but not limited to:
  - General vs. specific
  - Formal vs. informal
  - Synonyms vs. antonyms
  - Transitional words and phrases
  - Pronoun specificity (antecedent)
- Add/insert sentences including, but not limited to:
  - Relevant details in appropriate places
- Add/insert single words and/or phrases including, but not limited to:
  - Transitions
- Add/insert sentences including, but not limited to:
  - Relevant details in appropriate places
- Delete unnecessary sentences/details
- Combine sentences into a single sentence while maintaining meaning and clarity

Note:

While this is considered the third step in the writing process, revision may be ongoing throughout the writing process.

Grade 8	English I	English II
<p>limited to:</p> <ul style="list-style-type: none"> <li>◦ Closing/concluding sentences that emphasizes the overall message or controlling idea</li> <li>◦ Relevant details in appropriate places</li> <li>• Add/insert single words and/or phrases including, but not limited to: <ul style="list-style-type: none"> <li>◦ Transitions</li> </ul> </li> <li>• Delete unnecessary sentences/details</li> <li>• Combine sentences into a single sentence while maintaining meaning and clarity</li> </ul> <p>Note: While this is considered the third step in the writing process, revision may be ongoing throughout the writing process.</p>		
<p><b>8.14D</b> <b>Edit drafts for grammar, mechanics, and spelling.</b></p> <p>Edit</p> <p>DRAFTS FOR GRAMMAR, MECHANICS, AND SPELLING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Conventions/Grammar (refer to 8.19Ai-v,B,C)</li> <li>• Capitalization (refer to 8.20A)</li> <li>• Punctuation (refer to 8.20Bi-ii)</li> <li>• Spelling (refer to 8.21A)</li> <li>• Previously taught expectations in grammar, capitalization, punctuation, and spelling</li> </ul> <p>Note: This is the fourth step in the writing process. The focus is on grammar, capitalization, punctuation,</p>	<p><b>E1.13D</b> <b>Edit drafts for grammar, mechanics, and spelling.</b> <i>Readiness Standard</i></p> <p>Edit</p> <p>DRAFTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Conventions/Grammar (refer to E1.17Ai-iiiBC)</li> <li>• Capitalization and Punctuation (refer to E1.18ABi-iii)</li> <li>• Spelling (refer to E1.19A)</li> <li>• Previously taught expectations in grammar, capitalization, punctuation, and spelling</li> </ul> <p>Note: This is the fourth step in the writing process. The focus is on grammar, capitalization, punctuation,</p>	<p><b>E2.13D</b> <b>Edit drafts for grammar, mechanics, and spelling.</b> <i>Readiness Standard</i></p> <p>Edit</p> <p>DRAFTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Conventions/Grammar (refer to E2.17Ai-iiiBC)</li> <li>• Capitalization and Punctuation (refer to E2.18ABi-iii)</li> <li>• Spelling (refer to E2.19A)</li> <li>• Previously taught expectations in grammar, capitalization, punctuation, and spelling</li> </ul> <p>Note: This is the fourth step in the writing process. The focus is on grammar, capitalization, punctuation,</p>

Grade 8	English I	English II
<p>and spelling.</p>	<p>and spelling.</p> <p>STAAR Note: Questions related to editing may include the following written conventions in the correct answer and/or the distractors:</p> <ul style="list-style-type: none"> <li>• Pronoun use (e.g. <i>it</i> vs. <i>them</i>)</li> <li>• Plural vs. possessive (apostrophe use)</li> <li>• Subject/verb agreement</li> <li>• Consistent verb tense</li> <li>• Double negatives</li> <li>• Part of speech (e.g., <i>intentional</i> vs. <i>intentionally</i>)</li> <li>• Comma usage (e.g., in a series, in compound sentences, etc.)</li> <li>• Capitalization of proper nouns</li> <li>• Common spelling errors (e.g. <i>then/than</i>, <i>its/it's</i>, <i>there/their</i>)</li> </ul>	<p>and spelling.</p> <p>STAAR Note: Questions related to editing may include the following written conventions in the correct answer and/or the distractors:</p> <ul style="list-style-type: none"> <li>• Pronoun use (e.g. <i>it</i> vs. <i>them</i>)</li> <li>• Plural vs. possessive (apostrophe use)</li> <li>• Subject/verb agreement</li> <li>• Consistent verb tense</li> <li>• Double negatives</li> <li>• Part of speech (e.g., <i>intentional</i> vs. <i>intentionally</i>)</li> <li>• Comma usage (e.g., in a series, in compound sentences, etc.)</li> <li>• Capitalization of proper nouns</li> <li>• Common spelling errors (e.g. <i>then/than</i>, <i>its/it's</i>, <i>there/their</i>)</li> </ul>
<p><b>8.14E</b> <b>Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</b></p> <p>Revise</p> <p>FINAL DRAFT IN RESPONSE TO FEEDBACK FROM PEERS AND TEACHER</p> <ul style="list-style-type: none"> <li>• Refer to 8.14C for revision expectations</li> </ul> <p>Publish</p> <p>WRITTEN WORK FOR APPROPRIATE AUDIENCES</p> <p>Including, but not limited to:</p>	<p><b>E1.13E</b> <b>Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</b></p> <p>Revise</p> <p>FINAL DRAFT IN RESPONSE TO FEEDBACK FROM PEERS AND TEACHER</p> <ul style="list-style-type: none"> <li>• Refer to E1.13C for revision expectations</li> </ul> <p>Publish</p> <p>WRITTEN WORK FOR APPROPRIATE AUDIENCES</p> <p>Audience – <b>the intended target group for a</b></p>	<p><b>E2.13E</b> <b>Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</b></p> <p>Revise</p> <p>FINAL DRAFT IN RESPONSE TO FEEDBACK FROM PEERS AND TEACHER</p> <ul style="list-style-type: none"> <li>• Refer to E2.13C for revision expectations</li> </ul> <p>Publish</p> <p>WRITTEN WORK FOR APPROPRIATE AUDIENCES</p> <p>Audience – <b>the intended target group for a</b></p>

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<ul style="list-style-type: none"> <li>Use legible handwriting with appropriate spacing and/or use available technology to publish written work</li> <li>Share published work with an appropriate audience</li> </ul> <p>Audience – <b>the intended target group for a message, regardless of the medium</b></p> <p>Note: This is the last step in the writing process.</p>	<p><b>message, regardless of the medium</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Use legible handwriting with appropriate spacing and/or use available technology to publish written work</li> <li>Share published work with an appropriate audience</li> </ul> <p>Note: This is the last step in the writing process.</p>	<p><b>message, regardless of the medium</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Use legible handwriting with appropriate spacing and/or use available technology to publish written work</li> <li>Share published work with an appropriate audience</li> </ul> <p>Note: This is the last step in the writing process.</p>
<b>Writing/Literary Texts.</b>		
<p><b>8.15</b> <i>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</i></p>	<p><b>E1.14</b> <i>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</i></p>	<p><b>E2.14</b> <i>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</i></p>
<p><b>TxCCRS</b> <i>A.Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</i></p>	<p><b>TxCCRS</b> <i>A.Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</i></p>	<p><b>TxCCRS</b> <i>A.Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</i></p>
<p><b>TxCCRS</b> <i>B.Writing across the curriculum</i></p>	<p><b>TxCCRS</b> <i>B.Writing across the curriculum</i></p>	<p><b>TxCCRS</b> <i>B.Writing across the curriculum</i></p>
<p><b>8.15A</b> Write an imaginative story that:</p>	<p><b>E1.14A</b> Write an engaging story with a well-developed</p>	<p><b>E2.14A</b> Write an engaging story with a well-developed</p>

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<p>Write</p> <p>AN IMAGINATIVE STORY THAT:</p> <p>Note: Imaginative stories can be based on real, people, events, and ideas.</p>	<p><b>conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot.</b></p> <p><b><i>Readiness Standard</i></b></p> <p>Write</p> <p>AN ENGAGING STORY</p>	<p><b>conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone.</b></p> <p>Write</p> <p>AN ENGAGING STORY</p>
<p><b>(i) sustains reader interest</b></p>	<p>Including, but not limited to:</p>	<p>Including, but not limited to:</p>
<p><b>(ii) includes well-paced action and an engaging story line</b></p>	<ul style="list-style-type: none"> <li>• With a well-developed conflict and resolution</li> <li>• Interesting and believable characters</li> <li>• A range of literary strategies and devices to enhance the plot</li> </ul>	<ul style="list-style-type: none"> <li>• With a well-developed conflict and resolution</li> <li>• Interesting and believable characters</li> <li>• A range of literary strategies and devices to enhance the plot</li> <li>• Sensory details that define the mood or tone</li> </ul>
<p><b>(iii) creates a specific, believable setting through the use of sensory details</b></p> <p>Setting – <b>time and place in which a narrative occurs. Elements of setting may include the physical, psychological, cultural, or historical background against which the story takes place.</b></p> <p>Possible elements of setting:</p> <ul style="list-style-type: none"> <li>• Time – When is the story taking place?</li> <li>• Place – Where is the story taking place?</li> <li>• Environment – What does it feel like? (e.g., weather, mood, social conditions)</li> <li>• Culture – What cultural influences are part of the setting? (e.g., geographic region, race, religion, etc.)</li> <li>• Historical background – What historical influences are part of the setting? (e.g., historical events, movements, time periods, etc.)</li> </ul> <p>Sensory detail – <b>a detail in writing that describes</b></p>	<p>Literary strategies and devices include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Dialogue – <b>the lines spoken between characters in fiction or a play</b></li> <li>• Suspense – <b>the sustained interest created by the buildup of events and delayed resolution of the plot’s conflict</b></li> </ul> <p>Plot – <b>the basic sequence of events in a story. In conventional stories, plot has three parts: rising action, climax, and falling action</b></p> <p>Conflict – <b>in literature, the opposition of persons or forces that brings about dramatic action central to the plot of a story. Conflict may be internal, as a psychological conflict within a character, or external (e.g., man versus man, man versus nature, or man versus society).</b></p> <p>Resolution – <b>the point in a literary work at which the story’s problem is worked out</b></p>	<p>Literary strategies and devices include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Dialogue – <b>the lines spoken between characters in fiction or a play</b></li> <li>• Suspense – <b>the sustained interest created by the buildup of events and delayed resolution of the plot’s conflict</b></li> </ul> <p>Plot – <b>the basic sequence of events in a story. In conventional stories, plot has three parts: rising action, climax, and falling action</b></p> <p>Conflict – <b>in literature, the opposition of persons or forces that brings about dramatic action central to the plot of a story. Conflict may be internal, as a psychological conflict within a character, or external (e.g., man versus man, man versus nature, or man versus society).</b></p> <p>Resolution – <b>the point in a literary work at which</b></p>

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<p>what is seen, heard, smelled, tasted, or touched</p>		<p>the story's problem is worked out</p>
<p><b>(iv) develops interesting characters</b></p> <p>Possible considerations when developing characters:</p> <ul style="list-style-type: none"> <li>• Physical traits</li> <li>• Emotional traits</li> <li>• Personal traits (e.g., good, evil, compassionate, loving, wealthy, poor, etc.)</li> <li>• Motivations – why a character acts or behaves a certain way</li> </ul>		<p>Sensory detail – a detail in writing that describes what is seen, heard, smelled, tasted, or touched</p> <p>Mood – the atmosphere or feeling created by the writer in a literary work or passage. Mood can be expressed through imagery, word choice, setting, voice, and theme. For example, the mood evoked in Edgar Allan Poe's work is gloomy and dark.</p> <p>Tone – the author's particular attitude toward his/her subject, either stated or implied in the writing</p>
<p><b>(v) uses a range of literary strategies and devices to enhance the style and tone</b></p> <p>Possible examples of literary strategies and devices:</p> <ul style="list-style-type: none"> <li>• Sensory detail</li> <li>• Use of literal and non-literal meaning</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Imagery</li> <li>• Personification</li> <li>• Hyperbole</li> <li>• Irony</li> <li>• Oxymoron</li> <li>• Pun</li> </ul> <p>Tone – the author's particular attitude, either stated or implied in the writing</p>		

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<p>Style – <b>the way something is written, in contrast to its content.</b> (e.g., Hemingway’s writing style is terse, blunt, and conversational.) It is the manner of expression of the writer produced by choice of words, grammatical structures, literary devices, and all the possible parts of language use. Style is more about how it is written than what is written.</p>		
<p><b>8.15B</b>  <b>Write a poem using:</b></p> <p>Write</p> <p>A POEM USING:</p> <p>Note:  Refer to 8.4A for related poetry reading skills.</p>	<p><b>E1.14B</b>  <b>Write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads).</b></p> <p>Write</p> <p>A POEM</p>	<p><b>E2.14B</b>  <b>Write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads).</b></p> <p>Write</p> <p>A POEM</p>
<p><b>(i) poetic techniques (e.g., rhyme scheme, meter)</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Rhyme scheme – <b>the pattern of rhyming lines (e.g., ABAB, ABBA)</b></li> <li>• Meter – <b>the basic rhythmic structure in verse, composed of stressed and unstressed syllables. The most common meter in English verse is iambic pentameter.</b></li> </ul>	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Using a variety of poetic techniques (e.g., structural elements, figurative language)</li> <li>• Using a variety of poetic forms (e.g., sonnets, ballads)</li> </ul> <p>Possible examples of structural elements:</p> <ul style="list-style-type: none"> <li>• Rhyme scheme – <b>the pattern of rhyming lines (e.g., ABAB, ABBA)</b></li> <li>• Meter – <b>the basic rhythmic structure in verse, composed of stressed and unstressed syllables. The most common meter in English verse is iambic pentameter.</b></li> </ul>	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Using a variety of poetic techniques (e.g., structural elements, figurative language)</li> <li>• Using a variety of poetic forms (e.g., sonnets, ballads)</li> </ul> <p>Possible examples of structural elements:</p> <ul style="list-style-type: none"> <li>• Rhyme scheme – <b>the pattern of rhyming lines (e.g., ABAB, ABBA)</b></li> <li>• Meter – <b>the basic rhythmic structure in verse, composed of stressed and unstressed syllables. The most common meter in English verse is iambic pentameter.</b></li> </ul>
<p><b>(ii) figurative language (e.g., personification, idioms, hyperbole)</b></p> <p>Figurative language – <b>language not intended to be</b></p>	<p>Possible examples of figurative language:</p>	<p>Possible examples of figurative language:</p>

Grade 8	English I	English II
<p>taken literally but layered with meaning through the use of imagery, metaphors, and other literary devices</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Hyperbole – an intentional and extreme exaggeration for emphasis or effect (e.g., <i>this book weighs a ton</i>)</li> <li>• Personification – figurative language in which non-human things or abstractions are represented as having human qualities (e.g., <i>necessity is the mother of invention</i>)</li> <li>• Idiom – an expression that has a different meaning from the literal meaning of its individual words (e.g., <i>have the upper hand</i> or <i>under the weather</i>). Idioms are particular to a given language and usually cannot be translated literally.</li> </ul>	<ul style="list-style-type: none"> <li>• Simile – a comparison of two things that are essentially different, usually using the words <i>like</i> or <i>as</i> (e.g., <i>O my love is like a red, red rose</i> from Robert Burns’s “A Red, Red Rose”)</li> <li>• Metaphor – a subtle comparison in which the author describes a person or thing using words that are not meant to be taken literally (e.g., <i>Time is a dressmaker specializing in alterations.</i>)</li> <li>• Hyperbole – an intentional and extreme exaggeration for emphasis or effect (e.g., <i>This book weighs a ton.</i>)</li> <li>• Personification – figurative language in which non-human things or abstractions are represented as having human qualities (e.g., <i>Necessity is the mother of invention.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Simile – a comparison of two things that are essentially different, usually using the words <i>like</i> or <i>as</i> (e.g., <i>O my love is like a red, red rose</i> from Robert Burns’s “A Red, Red Rose”)</li> <li>• Metaphor – a subtle comparison in which the author describes a person or thing using words that are not meant to be taken literally (e.g., <i>Time is a dressmaker specializing in alterations.</i>)</li> <li>• Hyperbole – an intentional and extreme exaggeration for emphasis or effect (e.g., <i>This book weighs a ton.</i>)</li> <li>• Personification – figurative language in which non-human things or abstractions are represented as having human qualities (e.g., <i>Necessity is the mother of invention.</i>)</li> </ul>
<p><b>(iii) graphic elements (e.g., word position)</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Line length</li> <li>• Word position</li> </ul> <p>Graphical element – capital letters, line length, and word position; also called the “shape” of the poem</p>		
	<p><b>E1.14C</b> Write a script with an explicit or implicit theme</p>	<p><b>E2.14C</b> Write a script with an explicit or implicit theme</p>

Grade 8	English I	English II
	<p><b>and details that contribute to a definite mood or tone.</b></p> <p>Write</p> <p>A SCRIPT WITH AN EXPLICIT OR IMPLICIT THEME AND DETAILS THAT CONTRIBUTE TO A DEFINITE MOOD OR TONE</p> <p>Script – a <b>written version of the speech and actions of performers, as in a play or film</b></p> <p>Explicit theme – <b>the author overtly states the theme somewhere within the work</b></p> <p>Implicit theme – <b>refers to the author's ability to construct a piece in such a way that through inference the reader understands the theme</b></p> <p>Mood – <b>the atmosphere or feeling created by the writer in a literary work or passage. Mood can be expressed through imagery, word choice, setting, voice, and theme. For example, the mood evoked in Edgar Allan Poe's work is gloomy and dark.</b></p> <p>Tone – <b>the author's particular attitude, either stated or implied in the writing</b></p>	<p><b>and details that contribute to a definite mood or tone.</b></p> <p>Write</p> <p>A SCRIPT WITH AN EXPLICIT OR IMPLICIT THEME AND DETAILS THAT CONTRIBUTE TO A DEFINITE MOOD OR TONE</p> <p>Script – a <b>written version of the speech and actions of performers, as in a play or film</b></p> <p>Explicit theme – <b>the author overtly states the theme somewhere within the work</b></p> <p>Implicit theme – <b>refers to the author's ability to construct a piece in such a way that through inference the reader understands the theme</b></p> <p>Mood – <b>the atmosphere or feeling created by the writer in a literary work or passage. Mood can be expressed through imagery, word choice, setting, voice, and theme. For example, the mood evoked in Edgar Allan Poe's work is gloomy and dark.</b></p> <p>Tone – <b>the author's particular attitude, either stated or implied in the writing</b></p>

**Writing.**

<p><b>8.16</b> <b>Writing/Personal.</b></p> <p><i>Students write about their own experiences. Students are expected to:</i></p>		
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<p><b>TxCCRS</b>  <b>A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</b></p>		
<p><b>TxCCRS</b>  <b>B. Writing across the curriculum</b></p>		
<p><b>8.16A</b>  <b>Write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.</b></p> <p>Write</p> <p>A PERSONAL NARRATIVE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Focus on a realistic personal experience</li> <li>• Use an organizational structure that is appropriate to the purpose (e.g., sequential, cause/effect, problem/solution, logical order, etc.)</li> <li>• Use literary devices that contribute to the overall meaning</li> <li>• Convey the experience and communicate its importance or meaning</li> <li>• Reflect on decisions, action, and/or consequences</li> <li>• Provide details that are vivid and expressive and contribute to understanding the personal experience</li> </ul> <p>Personal narrative – <b>an expressive literary piece</b></p>		

Grade 8	English I	English II
<p>written in first person that centers on a particular event in the author's life and may contain vivid description as well as personal commentary and observations</p> <p>Literary device – a specific convention or structure—such as imagery, irony, or foreshadowing—that is employed by the author to produce a given effect. Literary devices are important aspects of an author's style.</p>		
<b>Writing/Expository and Procedural Texts.</b>		
<p><b>8.17</b> <i>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. Students are expected to:</i></p>	<p><b>E1.15</b> <i>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. Students are expected to:</i></p>	<p><b>E2.15</b> <i>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. Students are expected to:</i></p>
<p><b>TxCCRS</b> <i>A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</i></p>	<p><b>TxCCRS</b> <i>A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</i></p>	<p><b>TxCCRS</b> <i>A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</i></p>
<p><b>TxCCRS</b> <i>B. Writing across the curriculum</i></p>	<p><b>TxCCRS</b> <i>B. Writing across the curriculum</i></p>	<p><b>TxCCRS</b> <i>B. Writing across the curriculum</i></p>
<p><b>8.17A</b> Write a multi-paragraph essay to convey information about a topic that:</p> <p>Write</p>	<p><b>E1.15A</b> Write an analytical essay of sufficient length that includes: <b>Readiness Standard</b></p>	<p><b>E2.15A</b> Write an analytical essay of sufficient length that includes: <b>Readiness Standard</b></p>

Grade 8	English I	English II
<p>A MULTI-PARAGRAPH ESSAY TO CONVEY INFORMATION ABOUT A TOPIC THAT:</p> <p>Expository text – a <b>type of informational text that clarifies or explains something</b></p>	<p>Write</p> <p>AN ANALYTICAL ESSAY OF SUFFICIENT LENGTH THAT INCLUDES:</p> <p>Analytical essay – <b>an essay that analyzes and interprets a work of literature by using specific examples from the text to build a logical argument beyond a summary or description of the work</b></p> <p>STAAR Note:</p> <ul style="list-style-type: none"> <li>• Students are not only required to compose an original essay but are also expected to read and revise an essay. Questions may ask students to revise based on the ideas presented in the romanettes (i-v) following this TEKS.</li> <li>• E1.15A is assessed on STAAR as an expository essay. However, writing analytical essays are foundational for readiness and supporting standards tested in English III.</li> </ul>	<p>Write</p> <p>AN ANALYTICAL ESSAY OF SUFFICIENT LENGTH THAT INCLUDES:</p> <p>Analytical essay – <b>an essay that analyzes and interprets a work of literature by using specific examples from the text to build a logical argument beyond a summary or description of the work</b></p> <p>STAAR Note:</p> <ul style="list-style-type: none"> <li>• Students are not only required to compose an original essay but are also expected to read and revise an essay. Questions may ask students to revise based on the ideas presented in the romanettes (i-v) following this TEKS.</li> <li>• E2.15A is assessed on STAAR as an expository essay. However, writing analytical essays are foundational for readiness and supporting standards tested English III.</li> </ul>
<p><b>(i) presents effective introductions and concluding paragraphs</b></p> <p>An effective introduction establishes the controlling idea or thesis.</p> <p>A concluding paragraph provides closure to the essay.</p>	<p><b>(i) effective introductory and concluding paragraphs and a variety of sentence structures</b>  <b>Readiness Standard</b> (Reporting Category 4 Composition)  <b>Supporting Standard</b> (Reporting Category 5 Revision)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Sentences are purposeful, varied, and well-controlled (refer to 1.17C)</li> <li>• The essay is thoughtful and engaging</li> </ul>	<p><b>(i) effective introductory and concluding paragraphs and a variety of sentence structures</b>  <b>Readiness Standard</b> (Reporting Category 4 Composition)  <b>Supporting Standard</b> (Reporting Category 5 Revision)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Sentences are purposeful, varied, and well-controlled (refer to 2.17C)</li> <li>• The essay is thoughtful and engaging</li> </ul>

Grade 8	English I	English II
<p><b>(ii) contains a clearly stated purpose or controlling idea</b></p> <p>Controlling idea – the main point or underlying direction of a piece of writing. A controlling idea makes the reader ask a question that will be answered by reading more or helps the reader understand the author's purpose for writing the paragraph or essay.</p> <p>Stated purpose – the stated goal of a piece of writing</p>	<p><b>(iii) a controlling idea or thesis</b>  <i>Readiness Standard</i> (Reporting Category 4 Composition)  <i>Supporting Standard</i> (Reporting Category 5 Revision)</p> <p>Thesis – a statement or premise supported by arguments; the subject or theme of a speech or composition</p> <p>Controlling idea – the main point or underlying direction of a piece of writing. A controlling idea makes the reader ask a question that will be answered by reading more or helps the reader understand the author's purpose for writing the paragraph or essay.</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• A cogent thesis statement</li> <li>• Ideas are strongly related to the thesis and are focused on the specific aspect of the text the writer must address</li> </ul>	<p><b>(iii) a thesis or controlling idea</b>  <i>Readiness Standard</i> (Reporting Category 4 Composition)  <i>Supporting Standard</i> (Reporting Category 5 Revision)</p> <p>Thesis – a statement or premise supported by arguments; the subject or theme of a speech or composition</p> <p>Controlling idea – the main point or underlying direction of a piece of writing. A controlling idea makes the reader ask a question that will be answered by reading more or helps the reader understand the author's purpose for writing the paragraph or essay.</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• A cogent thesis statement</li> <li>• Ideas are strongly related to the thesis and are focused on the specific aspect of the text the writer must address</li> </ul>
<p><b>(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies</b></p> <p>Facts, details, and examples support the controlling idea or thesis.</p> <p>Organization of a paper – the development of ideas in a coherent manner. In a well-organized paper, main points should be supported, each idea should flow sequentially and logically to the next idea, transitions should connect ideas, and</p>	<p><b>(iv) an organizing structure appropriate to purpose, audience, and context.</b>  <i>Readiness Standard</i> (Reporting Category 4 Composition)  <i>Supporting Standard</i> (Reporting Category 5 Revision)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Organize ideas in writing to ensure coherence and logical progression</li> </ul>	<p><b>(iv) an organizing structure appropriate to purpose, audience, and context</b>  <i>Readiness Standard</i> (Reporting Category 4 Composition)  <i>Supporting Standard</i> (Reporting Category 5 Revision)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Organize ideas in writing to ensure coherence and logical progression</li> </ul>

Grade 8	English I	English II
<p><b>extraneous sentences should not be included.</b></p> <p>Organizational pattern – <b>the pattern an author constructs as he organizes his or her ideas and provides supporting details</b></p> <p>Examples of organizational patterns:</p> <ul style="list-style-type: none"> <li>• Sequential order</li> <li>• Order of importance</li> <li>• Cause-and-effect</li> <li>• Compare and contrast</li> <li>• Problem/solution</li> <li>• Main ideas and details</li> <li>• Description</li> </ul>	<p>Possible examples of organization structures:</p> <ul style="list-style-type: none"> <li>• Chronological</li> <li>• Hierarchical</li> <li>• Pro/Con</li> <li>• Cause-and-effect</li> <li>• Comparison/Contrast</li> <li>• Attributes</li> <li>• Enumeration (reasons why)</li> </ul>	<p>Possible examples of organization structures:</p> <ul style="list-style-type: none"> <li>• Chronological</li> <li>• Hierarchical</li> <li>• Pro/Con</li> <li>• Cause-and-effect</li> <li>• Comparison/Contrast</li> <li>• Attributes</li> <li>• Enumeration (reasons why)</li> </ul>
<p><b>(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Use varied sentences, both simple and compound, that are purposeful and well controlled to enhance the effectiveness of the piece</li> <li>• Use transitions and sentence-to-sentence connections to enhance the flow of the piece</li> </ul> <p>Transitional words and phrases – <b>help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.</b></p>	<p><b>(ii) rhetorical devices, and transitions between paragraphs</b></p> <p><b>Readiness Standard</b> (Reporting Category 4 Composition)</p> <p><b>Supporting Standard</b> (Reporting Category 5 Revision)</p> <p>Rhetorical device – <b>a technique that an author or speaker uses to influence or persuade an audience</b></p> <p>Possible examples of rhetorical devices in expository writing:</p> <ul style="list-style-type: none"> <li>• Overstatement</li> <li>• Understatement</li> <li>• Rhetorical questions</li> <li>• Hyperbole</li> <li>• Analogies</li> </ul>	<p><b>(ii) rhetorical devices, and transitions between paragraphs</b></p> <p><b>Readiness Standard</b> (Reporting Category 4 Composition)</p> <p><b>Supporting Standard</b> (Reporting Category 5 Revision)</p> <p>Rhetorical device – <b>a technique that an author or speaker uses to influence or persuade an audience</b></p> <p>Possible examples of rhetorical devices in expository writing:</p> <ul style="list-style-type: none"> <li>• Overstatement</li> <li>• Understatement</li> <li>• Rhetorical questions</li> <li>• Hyperbole</li> <li>• Analogies</li> </ul>

Grade 8	English I	English II
<p>Rhetorical device – a <b>technique that an author or speaker uses to influence or persuade an audience</b></p>	<ul style="list-style-type: none"> <li>• Irony</li> <li>• Figurative language</li> </ul> <p>Transitional words and phrases – <b>words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.</b></p>	<ul style="list-style-type: none"> <li>• Irony</li> <li>• Figurative language</li> </ul> <p>Transitional words and phrases – <b>words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.</b></p>
<p><b>(iv) accurately synthesizes ideas from several sources</b></p> <p>Synthesize – <b>to combine elements and parts to form a coherent whole</b></p>		
	<p><b>(v) relevant information and valid inferences</b>  <i>Readiness Standard</i> (Reporting Category 4 Composition)  <i>Supporting Standard</i> (Reporting Category 5 Revision)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Explicit, insightful, clearly analytical interpretation of the text</li> <li>• Relevant, well-chosen, smoothly integrated textual evidence</li> </ul>	<p><b>(v) relevant evidence and well-chosen details</b>  <i>Readiness Standard</i> (Reporting Category 4 Composition)  <i>Supporting Standard</i> (Reporting Category 5 Revision)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Explicit, insightful, clearly analytical interpretation of the text</li> <li>• Relevant, well-chosen, smoothly integrated textual evidence</li> </ul>
		<p><b>(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement</b>  <i>Readiness Standard</i> (Reporting Category 4 Composition)  <i>Supporting Standard</i> (Reporting Category 5 Revision)</p>

Grade 8	English I	English II
<p><b>8.17B</b> Write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context.</p> <p>Write</p> <p>A LETTER IN A BUSINESS OR FRIENDLY CONTEXT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Reflects an opinion</li> <li>• Registers a complaint</li> <li>• Requests information</li> </ul>	<p><b>E1.15B</b> Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:</p> <p>Write</p> <p>PROCEDURAL OR WORK-RELATED DOCUMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Instructions</li> <li>• E-mails</li> <li>• Correspondence</li> <li>• Memos</li> <li>• Project plans</li> </ul> <p><b>(i) organized and accurately conveyed information</b></p> <hr/> <p><b>(ii) reader-friendly formatting techniques</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Headings, subheadings</li> <li>• Graphics</li> </ul>	<p><b>E2.15B</b> Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:</p> <p>Write</p> <p>PROCEDURAL OR WORK-RELATED DOCUMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Instructions</li> <li>• E-mails</li> <li>• Correspondence</li> <li>• Memos</li> <li>• Project plans</li> </ul> <p><b>(i) organized and accurately conveyed information</b></p> <hr/> <p><b>(ii) reader-friendly formatting techniques</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Headings, subheadings</li> <li>• Graphics</li> </ul> <p><b>(iii) anticipation of readers' questions</b></p>
8.17C	E1.15C	E2.15C

Grade 8	English I	English II
<p><b>Write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate.</b></p> <p>Write</p> <p>RESPONSES TO LITERARY OR EXPOSITORY TEXTS THAT DEMONSTRATE THE WRITING SKILLS FOR MULTI-PARAGRAPH ESSAYS</p> <p>Provide</p> <p>SUSTAINED EVIDENCE FROM THE TEXT USING QUOTATIONS WHEN APPROPRIATE</p> <p>Sustained evidence – <b>textual evidence or argumentation in support of the thesis that is unflawed and remains strong throughout the paper</b></p>	<p><b>Write an interpretative response to an expository or a literary text (e.g., essay or review) that:</b></p> <p>Write</p> <p>AN INTERPRETIVE RESPONSE TO AN EXPOSITORY OR LITERARY TEXT</p> <p>Interpretative response – <b>an analysis of a piece of literature in which the writer takes apart what was written by another author and explains it</b></p> <p>Possible examples of written interpretive responses:</p> <ul style="list-style-type: none"> <li>• Essay</li> <li>• Review</li> </ul>	<p><b>Write an interpretative response to an expository or a literary text (e.g., essay or review) that:</b></p> <p>Write</p> <p>AN INTERPRETIVE RESPONSE TO AN EXPOSITORY OR LITERARY TEXT</p> <p>Interpretative response – <b>an analysis of a piece of literature in which the writer takes apart what was written by another author and explains it</b></p> <p>Possible examples of written interpretive responses:</p> <ul style="list-style-type: none"> <li>• Essay</li> <li>• Review</li> </ul>
	<b>(i) extends beyond a summary and literal analysis</b>	<b>(i) extends beyond a summary and literal analysis</b>
	<p><b>(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations</b></p> <p>Embedded quotation – <b>direct quotations incorporated smoothly into the text of a composition (e.g., <i>Susa [2006] describes sarcasm as “language of the weak and fearful” [p. 26]</i>)</b></p> <p>Note: Refer to E1.15A-v.</p>	<p><b>(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations</b></p> <p>Embedded quotation – <b>direct quotations incorporated smoothly into the text of a composition (e.g., <i>Susa [2006] describes sarcasm as “language of the weak and fearful” [p. 26]</i>)</b></p> <p>Note: Refer to E2.15A-vi.</p>
	<b>(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices</b>	<b>(iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices</b>

Grade 8	English I	English II
	<p>Aesthetic effect – the use of language as an artistic medium to create imagery that evokes sensory perception. Texts in which language can be used aesthetically include fiction, drama, films, and poetry.</p> <p>Stylistic device – a technique used by an author to express meaning, ideas, or feelings in a written work (e.g., metaphor, simile, alliteration, etc.). The use of these techniques is related to the tone of the piece and the style of the author.</p> <p>Rhetorical device – a technique that an author or speaker uses to influence or persuade an audience</p> <p>Possible examples of rhetorical devices:</p> <ul style="list-style-type: none"> <li>• Overstatement</li> <li>• Understatement</li> <li>• Rhetorical questions</li> <li>• Hyperbole</li> <li>• Analogies</li> <li>• Irony</li> <li>• Figurative language</li> </ul>	<p>Aesthetic effect – the use of language as an artistic medium to create imagery that evokes sensory perception. Texts in which language can be used aesthetically include fiction, drama, films, and poetry.</p> <p>Stylistic device – a technique used by an author to express meaning, ideas, or feelings in a written work (e.g., metaphor, simile, alliteration, etc.). The use of these techniques is related to the tone of the piece and the style of the author.</p> <p>Rhetorical device – a technique that an author or speaker uses to influence or persuade an audience</p> <p>Possible examples of rhetorical devices:</p> <ul style="list-style-type: none"> <li>• Overstatement</li> <li>• Understatement</li> <li>• Rhetorical questions</li> <li>• Hyperbole</li> <li>• Analogies</li> <li>• Irony</li> <li>• Figurative language</li> </ul>
<p><b>8.17D</b> Produce a multimedia presentation involving text, graphics, images, and sound using available technology.</p> <p>Produce</p> <p>A MULTIMEDIA PRESENTATION INVOLVING TEXT,</p>	<p><b>E1.15D</b> Produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.</p>	<p><b>E2.15D</b> Produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.</p>

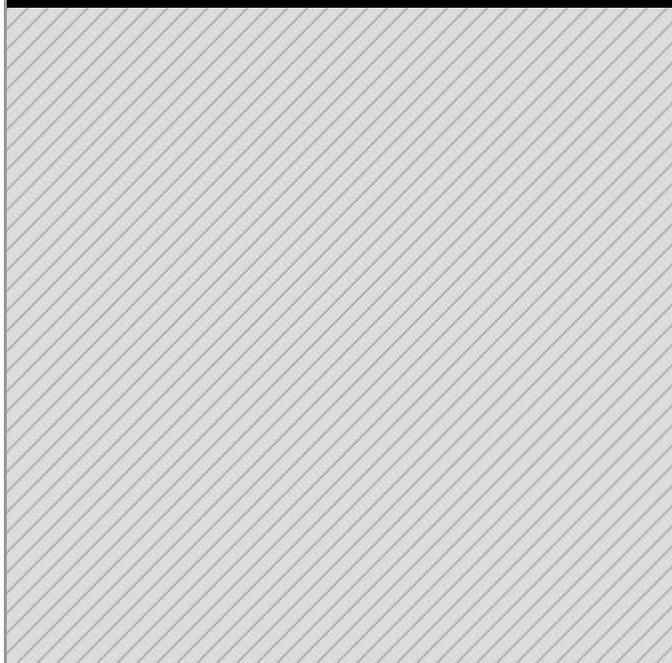
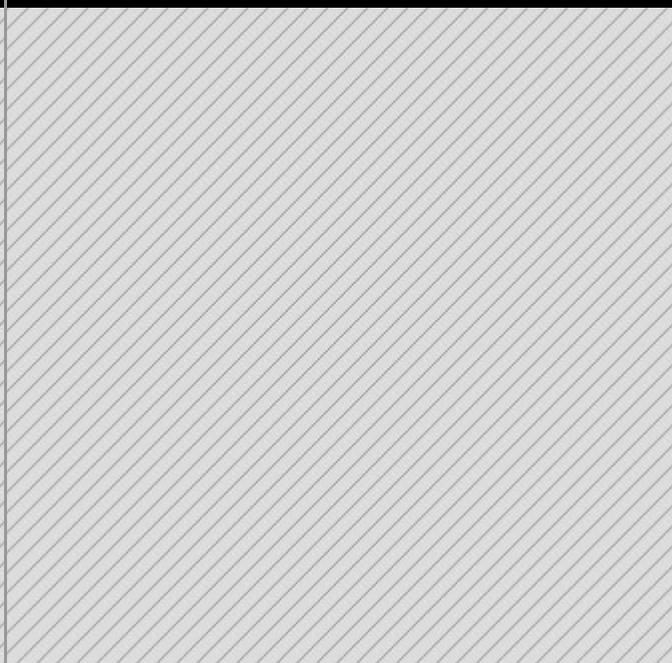
Grade 8	English I	English II
<p>GRAPHICS, IMAGES, AND SOUND USING AVAILABLE TECHNOLOGY</p> <p>Possible examples:</p> <ul style="list-style-type: none"> <li>• Video</li> <li>• Presentation software (e.g., Power point, Prezi, etc.)</li> <li>• Blog, webcast, etc.</li> </ul> <p>Multimedia – <b>the use of several different media (i.e., text, audio, graphics, video, and/or animation) integrated to convey a single message</b></p> <p>Graphic art – <b>art form using visual images to convey a message or provide an aesthetic experience</b></p> <p>Note: Students are required to add images and sounds to their multimedia presentations.</p>	<p>Produce</p> <p>A MULTIMEDIA PRESENTATION WITH</p> <ul style="list-style-type: none"> <li>• GRAPHICS</li> <li>• IMAGES</li> <li>• SOUND</li> </ul> <p>THAT CONVEYS A DISTINCTIVE POINT OF VIEW AND APPEALS TO A SPECIFIC AUDIENCE</p> <p>Possible examples of multimedia presentations:</p> <ul style="list-style-type: none"> <li>• Documentary</li> <li>• Class newspaper</li> <li>• Docudrama</li> <li>• Infomercial</li> <li>• Visual or textual parodies</li> <li>• Theatrical production</li> </ul>	<p>Produce</p> <p>A MULTIMEDIA PRESENTATION WITH</p> <ul style="list-style-type: none"> <li>• GRAPHICS</li> <li>• IMAGES</li> <li>• SOUND</li> </ul> <p>THAT CONVEYS A DISTINCTIVE POINT OF VIEW AND APPEALS TO A SPECIFIC AUDIENCE</p> <p>Possible examples of multimedia presentations:</p> <ul style="list-style-type: none"> <li>• Documentary</li> <li>• Class newspaper</li> <li>• Docudrama</li> <li>• Infomercial</li> <li>• Visual or textual parodies</li> <li>• Theatrical production</li> </ul>

Writing/Persuasive Texts.		
<p><b>8.18</b> <i>Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:</i></p> <p>Write</p> <p>A PERSUASIVE ESSAY TO THE APPROPRIATE AUDIENCE THAT:</p>	<p><b>E1.16</b> <i>Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</i></p> <p>Write</p> <p>AN ARGUMENTATIVE ESSAY TO THE APPROPRIATE AUDIENCE</p> <p>Argumentative essay – <b>an essay in which the</b></p>	<p><b>E2.16</b> <i>Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</i></p> <p><b>Readiness Standard</b></p> <p>Write</p> <p>AN ARGUMENTATIVE ESSAY TO THE APPROPRIATE AUDIENCE</p>

Grade 8	English I	English II
	<p>writer develops or debates a topic using logic and persuasion</p> <p>Possible examples of argumentative essays:</p> <ul style="list-style-type: none"> <li>Evaluative essays</li> <li>Proposals</li> </ul> <p>Including, but not limited to:</p>	<p>Argumentative essay – an essay in which the writer develops or debates a topic using logic and persuasion</p> <p>Possible examples of argumentative essays:</p> <ul style="list-style-type: none"> <li>Evaluative essays</li> <li>Proposals</li> </ul> <p>Including, but not limited to:</p>
<p><i>TxCCRS</i> A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</p>	<p><i>TxCCRS</i> A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</p>	<p><i>TxCCRS</i> A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</p>
	<p><i>TxCCRS</i> B. Writing across the curriculum</p>	<p><i>TxCCRS</i> B. Writing across the curriculum</p>
<p><b>8.18A</b> Establishes a clear thesis or position.</p> <p>Establish</p> <p>A CLEAR THESIS OR POSITION</p> <p>Thesis/position – a statement or premise supported by arguments</p> <p>Note: In order to establish a clear thesis or position, a statement must be composed. The statement declares what the author believes and what the author intends to prove. (This is the thesis or position statement.)</p>	<p><b>E1.16A</b> A clear thesis or position based on logical reasons supported by precise and relevant evidence.</p> <p><i>Supporting Standard</i></p> <p>Thesis – a statement or premise supported by arguments; the subject or theme of a speech or composition</p> <p>Position – an opinion about a particular subject</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Clear and specific thesis/position</li> <li>All ideas strongly relate to the thesis/position</li> </ul>	<p><b>E2.16A</b> A clear thesis or position based on logical reasons supported by precise and relevant evidence.</p> <p><i>Supporting Standard</i></p> <p>Thesis – a statement or premise supported by arguments; the subject or theme of a speech or composition</p> <p>Position – an opinion about a particular subject</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Clear and specific thesis/position</li> <li>All ideas strongly relate to the thesis/position</li> </ul>

Grade 8	English I	English II
<p>8.18A-C defines specific elements students are expected to include in written persuasive essays.</p>	<p>and are focused on the issue</p>	<p>and are focused on the issue</p>
<p><b>8.18B</b>  <b>Considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments.</b></p> <p>Consider, Respond</p> <p>TO THE VIEWS OF OTHERS</p> <p>Anticipates, Answer</p> <p>READERS CONCERNS AND COUNTER ARGUMENTS</p> <p>Counter argument – when the author turns against his/her argument to challenge it and then turns back to re-affirm it. It is an objection to the objection, used to strengthen the author’s position.</p>	<p><b>E1.16B</b>  <b>Consideration of the whole range of information and views on the topic and accurate and honest representation of these views.</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Recognize the complexities of the issue</li> <li>• Consider opposing or alternate points of view</li> <li>• Premise</li> <li>• Supporting information</li> <li>• Conclusion</li> <li>• Use of the author’s own words in context</li> </ul> <p>Premise – statement(s) written in a logical way to support a conclusion</p>	<p><b>E2.16B</b>  <b>Consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author’s own words and not out of context).</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Recognize the complexities of the issue</li> <li>• Consider opposing or alternate points of view</li> <li>• Premise</li> <li>• Supporting information</li> <li>• Conclusion</li> <li>• Use of the author’s own words in context</li> </ul> <p>Premise – statement(s) written in a logical way to support a conclusion</p>
	<p><b>E1.16C</b>  <b>Counter-arguments based on evidence to anticipate and address objections.</b>  <i>Supporting Standard</i></p> <p>Counter argument – when the author turns against his/her argument to challenge it and then turns back to re-affirm it. It is an objection to the objection, used to strengthen the author’s position.</p>	<p><b>E2.16C</b>  <b>Counter-arguments based on evidence to anticipate and address objections.</b>  <i>Supporting Standard</i></p> <p>Counter argument – when the author turns against his/her argument to challenge it and then turns back to re-affirm it. It is an objection to the objection, used to strengthen the author’s position.</p>
<p><b>8.18C</b>  <b>Includes evidence that is logically organized to support the author’s viewpoint and that</b></p>	<p><b>E1.16D</b>  <b>An organizing structure appropriate to the purpose, audience, and context.</b></p>	<p><b>E2.16D</b>  <b>An organizing structure appropriate to the purpose, audience, and context.</b></p>

Grade 8	English I	English II
<p><b>differentiates between fact and opinion.</b></p> <p>Includes</p> <p>EVIDENCE THAT IS LOGICALLY ORGANIZED TO SUPPORT THE AUTHOR'S VIEWPOINTS AND THAT DIFFERENTIATES BETWEEN FACT AND OPINION</p> <p>Organization of a paper – <b>the development of ideas in a coherent manner. In a well-organized paper, main points should be supported, each idea should flow sequentially and logically to the next idea, transitions should connect ideas, and extraneous sentences should not be included.</b></p> <p>Organizational pattern – <b>the pattern an author constructs as he organizes his or her ideas and provides supporting details</b></p> <p>Fact – a truth that is verifiable</p> <p>Opinion – a personal view or belief based on emotions or interpretation of facts</p>	<p><b>Supporting Standard</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Organization of a paper – <b>the development of ideas in a coherent manner. In a well-organized paper, main points should be supported, each idea should flow sequentially and logically to the next idea, transitions should connect ideas, and extraneous sentences should not be included.</b></li> </ul>	<p><b>Supporting Standard</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Organization of a paper – <b>the development of ideas in a coherent manner. In a well-organized paper, main points should be supported, each idea should flow sequentially and logically to the next idea, transitions should connect ideas, and extraneous sentences should not be included.</b></li> </ul>
	<p><b>E1.16E</b>  <b>An analysis of the relative value of specific data, facts, and ideas.</b>  <b>Supporting Standard</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Provide relevant, quality, and credible evidence in the analysis of data, facts, and ideas</li> </ul>	<p><b>E2.16E</b>  <b>An analysis of the relative value of specific data, facts, and ideas.</b>  <b>Supporting Standard</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Provide relevant, quality, and credible evidence in the analysis of data, facts, and ideas</li> </ul>
		<p><b>E2.16F</b></p>

Grade 8	English I	English II
		<p>A range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).</p> <p><b>Supporting Standard</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Descriptions</li> <li>• Anecdotes</li> <li>• Case studies</li> <li>• Analogies</li> <li>• Illustrations</li> <li>• Valid appeals to emotion</li> <li>• Use of valid authority</li> </ul> <p>Anecdote – a short narrative that relates an interesting or amusing incident, usually in order to make or support a larger point</p>
		

***Black text in italics: Knowledge and Skills Statement (TEKS) and Texas College and Career Readiness Standard (TxCCRS)***

**Black text: Student Expectation (TEKS)**

***Red text in italics: Student Expectation identified by TEA as a Readiness Standard for STAAR***

***Green text in italics: Student Expectation identified by TEA as a Supporting Standard for STAAR***

***Blue text: Supporting information / Clarifications from TCMPC (Specificity)***

***Blue text: Standards for Ensuring Success from Kindergarten to College and Career Spring 2012 Update, 2012 Texas Education Agency/University of Texas System***

**Black text: Texas Education Agency (TEA)**