



Vertical Alignment

English Language Arts and Reading

English III, High School Courses

Writing

English II	English III	English IV
Introduction		
<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>§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>§110.33. English Language Arts and Reading, English III (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>§110.34. English Language Arts and Reading, English IV (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 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>	<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 III, 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 IV, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language</p>

English II	English III	English IV
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

English II	English III	English IV
<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 in English II 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 III 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 IV 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>Writing/Writing Process.</p>		

English II	English III	English IV
<p>E2.13 <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>E3.13 <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>E4.13 <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>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.</i></p>	<p>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.</i></p>	<p>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.</i></p>
<p>TxCCRS <i>B.Writing across the curriculum</i></p>	<p>TxCCRS <i>B.Writing across the curriculum</i></p>	<p>TxCCRS <i>B.Writing across the curriculum</i></p>
<p>E2.13A 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"> Determine appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews, etc.) Select a focused topic Determine the purpose or intended meaning 	<p>E3.13A 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"> Determine appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews, etc.) Select a focused topic Determine the purpose or intended meaning 	<p>E4.13A 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"> Determine appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews, etc.) Select a focused topic Determine the purpose or intended meaning

English II

of the topic

- Select a correct genre for the purpose and multiple audiences
- Generate and categorize ideas and details about the selected topic (e.g., webbing, graphic organizer, listing, etc.)

Purpose – **the intended goal of a piece of writing; the reason a person writes**

Audience – **the intended target group for a message, regardless of the medium**

Genre – **the type or class of a work, usually categorized by form, technique, or content**

Examples of purposes for writing:

- To entertain
- To explain
- To describe
- To inform
- To persuade
- To respond

Develop

A THESIS OR CONTROLLING IDEA

Thesis – **a statement or premise supported by arguments; the subject or theme of a speech or composition**

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.**

English III

of the topic

- Select a correct genre for the purpose and multiple audiences
- Generate and categorize ideas and details about the selected topic (e.g., webbing, graphic organizer, listing, etc.)

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English IV

of the topic

- Select a correct genre for the purpose and multiple audiences
- Generate and categorize ideas and details about the selected topic (e.g., webbing, graphic organizer, listing, etc.)

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English II	English III	English IV
<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>TxCCRS Note: <i>I. Writing – A1 – Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.</i></p> <p><i>Writing – A3 – Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.</i></p>	<p>Note: This is the first step in the writing process, often referred to as prewriting or planning.</p>
<p>E2.13B 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. <i>Readiness Standard</i></p> <p>Structure</p> <p>IDEAS IN A SUSTAINED AND PERSUASIVE WAY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> 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 <p>Develop</p> <p>DRAFTS</p>	<p>E3.13B 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 to convey meaning. <i>Readiness Standard</i></p> <p>Structure</p> <p>IDEAS IN A SUSTAINED AND PERSUASIVE WAY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> 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 <p>Develop</p> <p>DRAFTS</p>	<p>E4.13B 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 to convey meaning.</p> <p>Structure</p> <p>IDEAS IN A SUSTAINED AND PERSUASIVE WAY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> 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 <p>Develop</p> <p>DRAFTS</p> <p>Including, but not limited to:</p>

English II

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

Rhetorical device – **a technique that an author or speaker uses to influence or persuade an audience**

Transitional words and phrases – **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.**

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.

English III

Including, but not limited to:

- In timed and open-ended situations
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TxCCRS Note:

I. Writing – A2 – Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.

Writing – A3 – Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and

English IV

- In timed and open-ended situations
- Develop a draft using a selected organizational pattern appropriate to the genre, audience, and purpose
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English II	English III	English IV
	<p><i>information, organize material generated, and formulate a thesis.</i></p>	
<p>E2.13C 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.</p> <p>Readiness Standard</p> <p>After rethinking</p> <p>HOW WELL QUESTIONS OF PURPOSE, AUDIENCE, AND GENRE HAVE BEEN ADDRESSED</p> <p>Rhetorical purpose – 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.</p> <p>Audience – the intended target group for a message, regardless of the medium</p> <p>Genre – the type or class of a work, usually categorized by form, technique, or content</p> <p>Revise</p>	<p>E3.13C Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.</p> <p>Readiness Standard</p> <p>Revise</p> <p>DRAFTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • To clarify meaning • To achieve specific rhetorical purposes • To achieve consistency of tone • To achieve logical organization <p>Rhetorical purpose – the author’s primary aim in a piece of writing. The rhetorical purpose could be</p>	<p>E4.13C Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.</p> <p>Revise</p> <p>DRAFTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • To clarify meaning • To achieve specific rhetorical purposes • To achieve consistency of tone • To achieve logical organization <p>Rhetorical purpose – 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</p>

English II	English III	English IV
<p>DRAFTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> To improve style – the way something is written, in contrast to its content To improve word choice – the author’s thoughtful use of precise vocabulary to fully convey meaning to the reader To improve the use of figurative language – language not intended to be taken literally but layered with meaning through the use of imagery, metaphors, and other literary devices To improve sentence variety – purposeful use of simple, compound, complex and compound complex sentences (refer to E2.17C) To improve subtlety of meaning – fine distinctions of meanin <p>Revisions may include, but are not limited to:</p>	<p>to narrate, to argue, to review, to explain, or to examine.</p> <p>By rearranging</p> <p>THE WORDS, SENTENCES, AND PARAGRAPHS TO EMPLOY TROPES, SCHEMES</p> <p>Trope – nonliteral or figurative language</p> <p>Possible examples of tropes:</p> <ul style="list-style-type: none"> 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>) 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”) Analogy – figurative language that makes 	<p>examine.</p> <p>By rearranging</p> <p>THE WORDS, SENTENCES, AND PARAGRAPHS TO EMPLOY TROPES, SCHEMES</p> <p>Trope – nonliteral or figurative language</p> <p>Possible examples of tropes:</p> <ul style="list-style-type: none"> 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>) 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”) Analogy – figurative language that makes comparisons in unexpected ways. A

English II

- 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 III

comparisons in unexpected ways. A literary analogy is often an extended comparison. The purpose is to show similarities in process or in structure. For example, an author might compare a visit to a flea market to an all-you-can-eat buffet, carrying this comparison through a paragraph, a section of the work, or an entire piece.

- Hyperbole – an intentional and extreme exaggeration for emphasis or effect (e.g., *This book weighs a ton.*)
- Understatement – a rhetorical technique, often incorporating irony or humor, in which something is represented as less than it actually is
- Rhetorical questions
- Irony – a literary technique used to create meaning that seems to contradict the literal meaning or events (e.g., verbal, situational, dramatic)

Scheme – a figure of speech that concerns word order, syntax letters, and sounds, as opposed to the meaning of words

Possible examples of schemes:

- Parallelism/parallel structure – a rhetorical device in which the same grammatical structure is used within a sentence or paragraph to show that two or more ideas have equal importance
- Antithesis – the direct opposite; the rhetorical contrast using parallels within a sentence (e.g., *give me liberty or give me death*)

English IV

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- Antithesis – the direct opposite; the rhetorical contrast using parallels within a sentence (e.g., *Give me liberty or give me death.*)
- Inverted word order

English II	English III	English IV
	<ul style="list-style-type: none"> • Inverted word order • Repetition of words • Reversed structures <p>By adding</p> <p>TRANSITIONAL WORDS AND PHRASES</p> <p>Transitional words and phrases – 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.</p> <p>Note: While this is considered the third step in the writing process, revision may be ongoing throughout the writing process.</p> <p>TxCCRS Note: <i>Writing – A4 – Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose.</i></p>	<ul style="list-style-type: none"> • Repetition of words • Reversed structures <p>By adding</p> <p>TRANSITIONAL WORDS AND PHRASES</p> <p>Transitional words and phrases – 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.</p> <p>Note: While this is considered the third step in the writing process, revision may be ongoing throughout the writing process.</p>
<p>E2.13D Edit drafts for grammar, mechanics, and spelling. <i>Readiness Standard</i></p> <p>Edit</p> <p>DRAFTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Conventions/Grammar (refer to E2.17Ai-iiiBC) 	<p>E3.13D Edit drafts for grammar, mechanics, and spelling. <i>Readiness Standard</i></p> <p>Edit</p> <p>DRAFTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Conventions/Grammar (refer to E3.17AB) 	<p>E4.13D Edit drafts for grammar, mechanics, and spelling.</p> <p>Edit</p> <p>DRAFTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Conventions/Grammar (refer to E4.17AB) • Capitalization and Punctuation (refer to

English II	English III	English IV
<ul style="list-style-type: none"> • Capitalization and Punctuation (refer to E2.18ABi-iii) • Spelling (refer to E2.19A) • Previously taught expectations in grammar, capitalization, punctuation, and spelling <p>Note: This is the fourth step in the writing process. The focus is on grammar, capitalization, punctuation, 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"> • Pronoun use (e.g. <i>it</i> vs. <i>them</i>) • Plural vs. possessive (apostrophe use) • Subject/verb agreement • Consistent verb tense • Double negatives • Part of speech (e.g., <i>intentional</i> vs. <i>intentionally</i>) • Comma usage (e.g., in a series, in compound sentences, etc.) • Capitalization of proper nouns • Common spelling errors (e.g. <i>then/than, its/it's, there/their</i>) 	<ul style="list-style-type: none"> • Capitalization and Punctuation (refer to E3.18A) • Spelling (refer to E3.19A) • Previously taught expectations in grammar, capitalization, punctuation, and spelling <p>Note: This is the fourth step in the writing process. The focus is on grammar, capitalization, punctuation, 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"> • Pronoun use (e.g. <i>it</i> vs. <i>them</i>) • Plural vs. possessive (apostrophe use) • Subject/verb agreement • Consistent verb tense • Double negatives • Part of speech (e.g., <i>intentional</i> vs. <i>intentionally</i>) • Comma usage (e.g., in a series, in compound sentences, etc.) • Capitalization of proper nouns • Common spelling errors (e.g. <i>then/than, its/it's, there/their</i>) <p>TxCCRS Note: Writing – A5 – Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</p>	<p>E4.18A)</p> <ul style="list-style-type: none"> • Spelling (refer to E4.19A) • Previously taught expectations in grammar, capitalization, punctuation, and spelling <p>Note: This is the fourth step in the writing process. The focus is on grammar, capitalization, punctuation, and spelling.</p>
<p>E2.13E Revise final draft in response to feedback from</p>	<p>E3.13E Revise final draft in response to feedback from</p>	<p>E4.13E Revise final draft in response to feedback from</p>

English II	English III	English IV
<p>peers and teacher and publish written work for appropriate audiences.</p> <p>Revise</p> <p>FINAL DRAFT IN RESPONSE TO FEEDBACK FROM PEERS AND TEACHER</p> <ul style="list-style-type: none"> Refer to E2.13C for revision expectations <p>Publish</p> <p>WRITTEN WORK FOR APPROPRIATE AUDIENCES</p> <p>Audience – the intended target group for a message, regardless of the medium</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Use legible handwriting with appropriate spacing and/or use available technology to publish written work Share published work with an appropriate audience <p>Note: This is the last step in the writing process.</p>	<p>peers and teacher and publish written work for appropriate audiences.</p> <p>Revise</p> <p>FINAL DRAFT IN RESPONSE TO FEEDBACK FROM PEERS AND TEACHER</p> <ul style="list-style-type: none"> Refer to E3.13C for revision expectations <p>Publish</p> <p>WRITTEN WORK FOR APPROPRIATE AUDIENCES</p> <p>Audience – the intended target group for a message, regardless of the medium</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Use legible handwriting with appropriate spacing and/or use available technology to publish written work Share published work with an appropriate audience <p>Note: This is the last step in the writing process.</p> <p>TxCCRS Note: <i>Writing – A4 – Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose.</i></p>	<p>peers and teacher and publish written work for appropriate audiences.</p> <p>Revise</p> <p>FINAL DRAFT IN RESPONSE TO FEEDBACK FROM PEERS AND TEACHER</p> <ul style="list-style-type: none"> Refer to E4.13C for revision expectations <p>Publish</p> <p>WRITTEN WORK FOR APPROPRIATE AUDIENCES</p> <p>Audience – the intended target group for a message, regardless of the medium</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Use legible handwriting with appropriate spacing and/or use available technology to publish written work Share published work with an appropriate audience <p>Note: This is the last step in the writing process.</p>

Writing/Literary Texts.

English II	English III	English IV
<p>E2.14 <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>E3.14 <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>E4.14 <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>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.</i></p>	<p>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.</i></p>	<p>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.</i></p>
<p>TxCCRS <i>B.Writing across the curriculum</i></p>	<p>TxCCRS <i>B.Writing across the curriculum</i></p>	<p>TxCCRS <i>B.Writing across the curriculum</i></p>
<p>E2.14A Write an engaging story with a well-developed 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.</p> <p>Write</p> <p>AN ENGAGING STORY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • With a well-developed conflict and resolution • Interesting and believable characters • A range of literary strategies and devices to enhance the plot • Sensory details that define the mood or tone 	<p>E3.14A Write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical 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.</p> <p>Write</p> <p>AN ENGAGING STORY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • With a well-developed conflict and resolution • Interesting and believable characters • A range of literary strategies and devices to enhance the plot • Sensory details that define the mood or tone 	<p>E4.14A Write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone.</p> <p>Write</p> <p>AN ENGAGING STORY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • With a well-developed conflict and resolution • Interesting and believable characters • A range of literary strategies and devices to enhance the plot • Sensory details that define the mood or tone

English II

Literary strategies and devices include, but are not limited to:

- Dialogue – the lines spoken between characters in fiction or a play
- Suspense – the sustained interest created by the buildup of events and delayed resolution of the plot's conflict

Plot – the basic sequence of events in a story. In conventional stories, plot has three parts: rising action, climax, and falling action

Conflict – 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).

Resolution – the point in a literary work at which the story's problem is worked out

Sensory detail – a detail in writing that describes what is seen, heard, smelled, tasted, or touched

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.

Tone – the author's particular attitude toward his/her subject, either stated or implied in the writing

English III

Literary strategies and devices include, but are not limited to:

- Dialogue – the lines spoken between characters in fiction or a play
- Suspense – the sustained interest created by the buildup of events and delayed resolution of the plot's conflict

Plot – the basic sequence of events in a story. In conventional stories, plot has three parts: rising action, climax, and falling action

Conflict – 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).

Resolution – the point in a literary work at which the story's problem is worked out

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.

Tone – the author's particular attitude toward his/her subject, either stated or implied in the writing

English IV

Literary strategies and devices include, but are not limited to:

- Dialogue – the lines spoken between characters in fiction or a play
- Suspense – the sustained interest created by the buildup of events and delayed resolution of the plot's conflict

Plot – the basic sequence of events in a story. In conventional stories, plot has three parts: rising action, climax, and falling action

Conflict – 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).

Resolution – the point in a literary work at which the story's problem is worked out

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.

Tone – the author's particular attitude toward his/her subject, either stated or implied in the writing

English II

E2.14B

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).

Write

A POEM

Including, but not limited to:

- Using a variety of poetic techniques (e.g., structural elements, figurative language)
- Using a variety of poetic forms (e.g., sonnets, ballads)

Possible examples of structural elements:

- Rhyme scheme – **the pattern of rhyming lines (e.g., ABAB, ABBA)**
- Meter – **the basic rhythmic structure in verse, composed of stressed and unstressed syllables. The most common meter in English verse is iambic pentameter.**

Possible examples of figurative language:

- Simile – **a comparison of two things that are essentially different, usually using the words *like* or *as* (e.g., *O my love is like a red, red rose* from Robert Burns’s “A Red, Red Rose”)**
- Metaphor – **a subtle comparison in which the author describes a person or thing**

English III

E3.14B

Write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse).

Write

A POEM

Including, but not limited to:

- That reflects an awareness of poetic conventions
- That reflects an awareness of poetic traditions within different forms (e.g., sonnets, ballads, free verse)

Possible examples of poetic conventions:

- Structural elements (e.g., rhyme scheme, meter, stanza)
- Figurative language (e.g., simile, metaphor, hyperbole, personification)
- Graphic elements (e.g., word position, line length, capital letters)

Graphical element – **capital letters, line length, and word position; also called the shape of the poem**

Possible examples of poetic forms:

- Sonnet
- Ballad
- Free verse
- Epic

English IV

E4.14B

Write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse).

Write

A POEM

Including, but not limited to:

- That reflects an awareness of poetic conventions
- That reflects an awareness of poetic traditions within different forms (e.g., sonnets, ballads, free verse)

Possible examples of poetic conventions:

- Structural elements (e.g., rhyme scheme, meter, stanza)
- Figurative language (e.g., simile, metaphor, hyperbole, personification)
- Graphic elements (e.g., word position, line length, capital letters)

Graphical element – **capital letters, line length, and word position; also called the shape of the poem**

Possible examples of poetic forms:

- Sonnet
- Ballad
- Free verse
- Epic

English II	English III	English IV
<p>using words that are not meant to be taken literally (e.g., <i>Time is a dressmaker specializing in alterations.</i>)</p> <ul style="list-style-type: none"> • Hyperbole – an intentional and extreme exaggeration for emphasis or effect (e.g., <i>This book weighs a ton.</i>) • 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>) 	<p>Epic poetry – a long narrative poem, usually chronicling the deeds of a folk hero and written using both dramatic and narrative techniques</p>	<p>Epic poetry – a long narrative poem, usually chronicling the deeds of a folk hero and written using both dramatic and narrative techniques</p>
<p>E2.14C Write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.</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 written version of the speech and actions of performers, as in a play or film</p> <p>Explicit theme – the author overtly states the theme somewhere within the work</p> <p>Implicit theme – refers to the author's ability to construct a piece in such a way that through inference the reader understands the theme</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</p>	<p>E3.14C Write a script with an explicit or implicit theme, using a variety of literary techniques.</p> <p>Write</p> <p>A SCRIPT WITH AN EXPLICIT OR IMPLICIT THEME USING A VARIETY OF LITERARY TECHNIQUES</p> <p>Script – a written version of the speech and actions of performers, as in a play or film</p> <p>Explicit theme – the author overtly states the theme somewhere within the work</p> <p>Implicit theme – refers to the author's ability to construct a piece in such a way that through inference the reader understands the theme</p> <p>Possible examples of dramatic conventions:</p> <ul style="list-style-type: none"> • Dialogue • Monologue • Soliloquy • Dramatic irony 	<p>E4.14C Write a script with an explicit or implicit theme, using a variety of literary techniques.</p> <p>Write</p> <p>A SCRIPT WITH AN EXPLICIT OR IMPLICIT THEME USING A VARIETY OF LITERARY TECHNIQUES</p> <p>Script – a written version of the speech and actions of performers, as in a play or film</p> <p>Explicit theme – the author overtly states the theme somewhere within the work</p> <p>Implicit theme – refers to the author's ability to construct a piece in such a way that through inference the reader understands the theme</p> <p>Possible examples of dramatic conventions:</p> <ul style="list-style-type: none"> • Dialogue • Monologue • Soliloquy • Dramatic irony

English II	English III	English IV
<p>evoked in Edgar Allan Poe’s work is gloomy and dark.</p> <p>Tone – the author’s particular attitude, either stated or implied in the writing</p>	<p>Monologue – a dramatic convention in which a speech is given by a single character, either alone or to others</p> <p>Soliloquy – a dramatic convention in which a speech is given by a character while or as if alone; literally, “talking to oneself”</p> <p>Dramatic irony – a dramatic device in which a character says or does something that he or she does not fully grasp, but is understood by the audience</p>	<p>Monologue – a dramatic convention in which a speech is given by a single character, either alone or to others</p> <p>Soliloquy – a dramatic convention in which a speech is given by a character while or as if alone; literally, “talking to oneself”</p> <p>Dramatic irony – a dramatic device in which a character says or does something that he or she does not fully grasp, but is understood by the audience</p>

Writing.		

Writing/Expository and Procedural Texts.

<p>E2.15 <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>E3.15 <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>E4.15 <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>
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<p>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.</i></p>	<p>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.</i></p>	<p>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.</i></p>
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English II	English III	English IV
<p><i>TxCCRS</i> <i>B. Writing across the curriculum</i></p>	<p><i>TxCCRS</i> <i>B. Writing across the curriculum</i></p>	<p><i>TxCCRS</i> <i>B. Writing across the curriculum</i></p>
<p>E2.15A Write an analytical essay of sufficient length that includes: <i>Readiness Standard</i></p> <p>Write</p> <p>AN ANALYTICAL ESSAY OF SUFFICIENT LENGTH THAT INCLUDES:</p> <p>Analytical essay – 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</p> <p>STAAR Note:</p> <ul style="list-style-type: none"> 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. E2.15A is assessed on STAAR as an expository essay. However, writing analytical essays are foundational for readiness and supporting standards tested English III. 	<p>E3.15A Write an analytical essay of sufficient length that includes: <i>Readiness Standard</i></p> <p>Write</p> <p>AN ANALYTICAL ESSAY OF SUFFICIENT LENGTH THAT INCLUDES:</p> <p>Analytical essay – 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</p>	<p>E4.15A Write an analytical essay of sufficient length that includes:</p> <p>Write</p> <p>AN ANALYTICAL ESSAY OF SUFFICIENT LENGTH THAT INCLUDES:</p> <p>Analytical essay – 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</p>
<p>(i) effective introductory and concluding paragraphs and a variety of sentence structures <i>Readiness Standard</i> (Reporting Category 4 Composition)</p>	<p>(i) effective introductory and concluding paragraphs and a variety of sentence structures <i>Readiness Standard</i> (Reporting Category 4 Composition)</p>	<p>(i) effective introductory and concluding paragraphs and a variety of sentence structures Including, but not limited to:</p>

English II	English III	English IV
<p>Supporting Standard (Reporting Category 5 Revision)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Sentences are purposeful, varied, and well-controlled (refer to 2.17C) • The essay is thoughtful and engaging 	<p>Supporting Standard (Reporting Category 5 Revision)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Sentences are purposeful, varied, and well-controlled (refer to 3.17B) • The essay is thoughtful and engaging 	<ul style="list-style-type: none"> • Sentences are purposeful, varied, and well-controlled (refer to 4.17C) • The essay is thoughtful and engaging
<p>(iii) a thesis or controlling idea Readiness Standard (Reporting Category 4 Composition) Supporting Standard (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"> • A cogent thesis statement • Ideas are strongly related to the thesis and are focused on the specific aspect of the text the writer must address 	<p>(iii) a clear thesis statement or controlling idea Readiness Standard (Reporting Category 4 Composition) Supporting Standard (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"> • A cogent thesis statement • Ideas are strongly related to the thesis and are focused on the specific aspect of the text the writer must address 	<p>(iii) a clear thesis statement or controlling idea</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"> • A cogent thesis statement • Ideas are strongly related to the thesis and are focused on the specific aspect of the text the writer must address
<p>(iv) an organizing structure appropriate to purpose, audience, and context</p>	<p>(iv) a clear organizational schema for conveying ideas</p>	<p>(iv) a clear organizational schema for conveying ideas</p>

English II	English III	English IV
<p>Readiness Standard (Reporting Category 4 Composition) Supporting Standard (Reporting Category 5 Revision)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Organize ideas in writing to ensure coherence and logical progression <p>Possible examples of organization structures:</p> <ul style="list-style-type: none"> Chronological Hierarchical Pro/Con Cause-and-effect Comparison/Contrast Attributes Enumeration (reasons why) 	<p>Readiness Standard (Reporting Category 4 Composition) Supporting Standard (Reporting Category 5 Revision)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Organize ideas in writing to ensure coherence and logical progression <p>Possible examples of organization structures:</p> <ul style="list-style-type: none"> Chronological Hierarchical Pro/Con Cause-and-effect Comparison/Contrast Attributes Enumeration (reasons why) 	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> Organize ideas in writing to ensure coherence and logical progression <p>Possible examples of organization structures:</p> <ul style="list-style-type: none"> Chronological Hierarchical Pro/Con Cause-and-effect Comparison/Contrast Attributes Enumeration (reasons why)
<p>(ii) rhetorical devices, and transitions between paragraphs Readiness Standard (Reporting Category 4 Composition) Supporting Standard (Reporting Category 5 Revision)</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 in expository writing:</p> <ul style="list-style-type: none"> Overstatement Understatement 	<p>(ii) rhetorical devices, and transitions between paragraphs Readiness Standard (Reporting Category 4 Composition) Supporting Standard (Reporting Category 5 Revision)</p> <p>Rhetorical device – a technique that an author or speaker uses to influence or persuade an audience</p> <p>Examples of rhetorical devices in expository writing:</p> <ul style="list-style-type: none"> Overstatement Understatement Rhetorical questions 	<p>(ii) rhetorical devices, and transitions between paragraphs</p> <p>Rhetorical device – a technique that an author or speaker uses to influence or persuade an audience</p> <p>Examples of rhetorical devices in expository writing:</p> <ul style="list-style-type: none"> Overstatement Understatement Rhetorical questions Hyperbole Analogies Irony Figurative language

English II	English III	English IV
<ul style="list-style-type: none"> • Rhetorical questions • Hyperbole • Analogies • Irony • Figurative language <p>Transitional words and phrases – 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.</p>	<ul style="list-style-type: none"> • Hyperbole • Analogies • Irony • Figurative language <p>Transitional words and phrases – 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.</p>	<p>Transitional words and phrases – 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.</p>
<p>(v) relevant evidence and well-chosen details Readiness Standard (Reporting Category 4 Composition) Supporting Standard (Reporting Category 5 Revision)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Explicit, insightful, clearly analytical interpretation of the text • Relevant, well-chosen, smoothly integrated textual evidence 	<p>(v) relevant and substantial evidence and well-chosen details. Readiness Standard (Reporting Category 4 Composition) Supporting Standard (Reporting Category 5 Revision)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Explicit, insightful, clearly analytical interpretation of the text • Relevant, well-chosen, smoothly integrated textual evidence 	<p>(v) relevant and substantial evidence and well-chosen details</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Explicit, insightful, clearly analytical interpretation of the text • Relevant, well-chosen, smoothly integrated textual evidence
<p>(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement Readiness Standard (Reporting Category 4 Composition) Supporting Standard (Reporting Category 5 Revision)</p>	<p>(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources Readiness Standard (Reporting Category 4 Composition) Supporting Standard (Reporting Category 5 Revision)</p>	<p>(vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources</p> <p>Primary Source – a source from the time in which an event being studied occurred. Researchers may collect primary source documents through letters, speeches, diaries, surveys, field work, or</p>

English II	English III	English IV
	<p>Primary Source – a source from the time in which an event being studied occurred. Researchers may collect primary source documents through letters, speeches, diaries, surveys, field work, or personal interviews.</p> <p>Secondary Source – a source that is a step removed from the original accounts of an event or experience</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Compile information from primary and secondary sources in systematic ways <p>Credibility – determines the validity, reliability, and relevance of sources</p> <p>TxCCRS Note: <i>Writing – 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>personal interviews.</p> <p>Secondary Source – a source that is a step removed from the original accounts of an event or experience</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Compile information from primary and secondary sources in systematic ways <p>Credibility – determines the validity, reliability, and relevance of sources</p>
		<p>(vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it</p> <p>Contradiction – an opposing perspective or opinion</p>
<p>E2.15B Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:</p> <p>Write</p>	<p>E3.15B Write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:</p> <p>Write</p>	<p>E4.15B Write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:</p> <p>Write</p>

English II	English III	English IV
<p>PROCEDURAL OR WORK-RELATED DOCUMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Instructions • E-mails • Correspondence • Memos • Project plans 	<p>PROCEDURAL OR WORK-RELATED DOCUMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Resume • Proposals • College applications • Operation manuals 	<p>PROCEDURAL OR WORK-RELATED DOCUMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Resume • Proposals • College applications • Operation manuals
<p>(i) organized and accurately conveyed information</p>	<p>(v) appropriate organizational structures supported by facts and details (documented if appropriate)</p>	<p>(v) appropriate organizational structures supported by facts and details (documented if appropriate)</p>
	<p>(i) a clearly stated purpose combined with a well-supported viewpoint on the topic</p>	<p>(i) a clearly stated purpose combined with a well-supported viewpoint on the topic</p>
<p>(ii) reader-friendly formatting techniques</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Headings, subheadings • Graphics 	<p>(ii) appropriate formatting structures (e.g., headings, graphics, white space)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Headings, subheadings • Graphics • White space 	<p>(ii) appropriate formatting structures (e.g., headings, graphics, white space)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Headings, subheadings • Graphics • White space
<p>(iii) anticipation of readers' questions</p>	<p>(iii) relevant questions that engage readers and consider their needs</p>	<p>(iii) relevant questions that engage readers and address their potential problems and misunderstandings</p>
	<p>(iv) accurate technical information in accessible language</p>	<p>(iv) accurate technical information in accessible language</p>

English II	English III	English IV
	<p>Accessible language – language that is used so that readers who are unfamiliar with the subject can comprehend the text or discussion with ease</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Simplifying technical vocabulary 	<p>Accessible language – language that is used so that readers who are unfamiliar with the subject can comprehend the text or discussion with ease</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Simplifying technical vocabulary
<p>E2.15C Write an interpretative response to an expository or a literary text (e.g., essay or review) that:</p> <p>Write</p> <p>AN INTERPRETIVE RESPONSE TO AN EXPOSITORY OR LITERARY TEXT</p> <p>Interpretative response – an analysis of a piece of literature in which the writer takes apart what was written by another author and explains it</p> <p>Possible examples of written interpretative responses:</p> <ul style="list-style-type: none"> • Essay • Review 	<p>E3.15C Write an interpretation of an expository or a literary text that:</p> <p><i>Readiness Standard</i></p> <p>Write</p> <p>AN INTERPRETATION OF AN EXPOSITORY OR A LITERARY TEXT</p> <p>Interpretative response – an analysis of a piece of literature in which the writer takes apart what was written by another author and explains it</p>	<p>E4.15C Write an interpretation of an expository or a literary text that:</p> <p>Write</p> <p>AN INTERPRETATION OF AN EXPOSITORY OR A LITERARY TEXT</p> <p>Interpretative response – an analysis of a piece of literature in which the writer takes apart what was written by another author and explains it</p>
(i) extends beyond a summary and literal analysis		
	<p>(i) advances a clear thesis statement</p> <p><i>Readiness Standard</i></p> <p>Thesis – a statement or premise supported by arguments; the subject or theme of a speech or composition</p>	<p>(i) advances a clear thesis statement</p> <p>Thesis – a statement or premise supported by arguments; the subject or theme of a speech or composition</p> <p>Including, but not limited to:</p>

English II	English III	English IV
	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Present a thesis – thesis statement • Advance a thesis by focusing on the topic theme, or argument 	<ul style="list-style-type: none"> • Present a thesis – thesis statement • Advance a thesis by focusing on the topic, theme, or argument
<p>(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations</p> <p>Embedded quotation – 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>)</p> <p>Note: Refer to E2.15A-vi.</p>	<p>(ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text</p> <p><i>Readiness Standard</i></p> <p>Note: Refer to E3.15A-vi.</p>	<p>(ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text</p> <p>Note: Refer to E4.15A-vii.</p>
<p>(iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices</p> <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</p>	<p>(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices</p> <p><i>Readiness Standard</i></p> <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</p>	<p>(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices</p> <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</p>

English II	English III	English IV
<p>audience</p> <p>Possible examples of rhetorical devices:</p> <ul style="list-style-type: none"> • Overstatement • Understatement • Rhetorical questions • Hyperbole • Analogies • Irony • Figurative language 	<p>speaker uses to influence or persuade an audience</p> <p>Possible examples of rhetorical devices:</p> <ul style="list-style-type: none"> • Overstatement • Understatement • Rhetorical questions • Hyperbole • Analogies • Irony • Figurative language 	<p>audience</p> <p>Possible examples of rhetorical devices:</p> <ul style="list-style-type: none"> • Overstatement • Understatement • Rhetorical questions • Hyperbole • Analogies • Irony • Figurative language
	<p>(iv) identifies and analyzes the ambiguities, nuances, and complexities within the text <i>Readiness Standard</i></p> <p>Ambiguity – vague, unclear</p> <p>Nuance – a subtle distinction or fine detail</p> <p>Complexity – multiple elements</p>	<p>(iv) identifies and analyzes ambiguities, nuances, and complexities within the text</p> <p>Ambiguity – vague, unclear</p> <p>Nuance – a subtle distinction or fine detail</p> <p>Complexity – multiple elements</p>
	<p>(v) anticipates and responds to readers' questions or contradictory information <i>Readiness Standard</i></p>	<p>(v) anticipates and responds to readers' questions and contradictory information</p>
<p>E2.15D 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>Produce</p>	<p>E3.15D Produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.</p>	<p>E4.15D Produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.</p> <p>Produce</p>

English II	English III	English IV
<p>A MULTIMEDIA PRESENTATION WITH</p> <ul style="list-style-type: none"> • GRAPHICS • IMAGES • SOUND <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"> • Documentary • Class newspaper • Docudrama • Infomercial • Visual or textual parodies • Theatrical production 	<p>Produce</p> <p>A MULTIMEDIA PRESENTATION WITH</p> <ul style="list-style-type: none"> • GRAPHICS • IMAGES • SOUND <p>THAT APPEALS TO A SPECIFIC AUDIENCE AND SYNTHESIZES INFORMATION FROM MULTIPLE POINTS OF VIEW</p> <p>Possible examples of multimedia presentations:</p> <ul style="list-style-type: none"> • Documentary • Class newspaper • Docudrama • Infomercial • Visual or textual parodies • Theatrical production 	<p>A MULTIMEDIA PRESENTATION WITH</p> <ul style="list-style-type: none"> • GRAPHICS • IMAGES • SOUND <p>THAT APPEALS TO A SPECIFIC AUDIENCE AND SYNTHESIZES INFORMATION FROM MULTIPLE POINTS OF VIEW</p> <p>Possible examples of multimedia presentations:</p> <ul style="list-style-type: none"> • Documentary • Class newspaper • Docudrama • Infomercial • Visual or textual parodies • Theatrical production

Writing/Persuasive Texts.

<p>E2.16 <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> Readiness Standard</p> <p>Write</p> <p>AN ARGUMENTATIVE ESSAY TO THE APPROPRIATE AUDIENCE</p> <p>Argumentative essay – an essay in which the writer develops or debates a topic using logic</p>	<p>E3.16 <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 (e.g., evaluative essays, proposals) to the appropriate audience that includes:</i> Readiness Standard</p> <p>Write</p> <p>AN ARGUMENTATIVE ESSAY TO THE APPROPRIATE AUDIENCE</p> <p>Argumentative essay – an essay in which the</p>	<p>E4.16 <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 (e.g., evaluative essays, proposals) to the appropriate audience that includes:</i></p> <p>Write</p> <p>AN ARGUMENTATIVE ESSAY TO THE APPROPRIATE AUDIENCE</p> <p>Argumentative essay – an essay in which the writer develops or debates a topic using logic</p>
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English II	English III	English IV
<p>and persuasion</p> <p>Possible examples of argumentative essays:</p> <ul style="list-style-type: none"> Evaluative essays Proposals <p>Including, but not limited to:</p>	<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"> Evaluative essays Proposals <p>Including, but not limited to:</p>	<p>and persuasion</p> <p>Possible examples of argumentative essays:</p> <ul style="list-style-type: none"> Evaluative essays Proposals <p>Including, but not limited to:</p>
<p><i>TxCCRS</i> <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><i>TxCCRS</i> <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><i>TxCCRS</i> <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><i>TxCCRS</i> <i>B.Writing across the curriculum</i></p>	<p><i>TxCCRS</i> <i>B.Writing across the curriculum</i></p>	<p><i>TxCCRS</i> <i>B.Writing across the curriculum</i></p>
<p>E2.16A A clear thesis or position based on logical reasons supported by precise and relevant evidence. <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"> Clear and specific thesis/position All ideas strongly relate to the thesis/position and are focused on the issue 	<p>E3.16A A clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs. <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>Position – an opinion about a particular subject</p>	<p>E4.16A A clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions).</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"> Clear and specific thesis/position All ideas strongly relate to the thesis/position and are focused on the issue

English II	English III	English IV
	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Clear and specific thesis/position • All ideas strongly relate to the thesis/position and are focused on the issue • Facts (support with examples, statistics, etc.) • Expert opinions • Quotations • Expressions of commonly accepted beliefs • Descriptions (e.g., analogies) 	<ul style="list-style-type: none"> • Hard evidence • Reason • Common sense • Cultural assumptions
<p>E2.16B 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).</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Recognize the complexities of the issue • Consider opposing or alternate points of view • Premise • Supporting information • Conclusion • Use of the author's own words in context <p>Premise – statement(s) written in a logical way to support a conclusion</p>	<p>E3.16B Accurate and honest representation of divergent views (i.e., in the author's own words and not out of context).</p> <p>Divergent views – different views</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Recognize the complexities of the issue • Consider opposing or alternate points of view • Use of the author's own words in context 	<p>E4.16B Accurate and honest representation of divergent views (i.e., in the author's own words and not out of context).</p> <p>Divergent views – different views</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Recognize the complexities of the issue • Consider opposing or alternate points of view • Use of the author's own words in context
<p>E2.16C Counter-arguments based on evidence to anticipate and address objections. <i>Supporting Standard</i></p>	<p>E3.16D Information on the complete range of relevant perspectives.</p> <p>Including, but not limited to:</p>	<p>E4.16D Information on the complete range of relevant perspectives.</p> <p>Including, but not limited to:</p>

English II	English III	English IV
<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>	<ul style="list-style-type: none"> Recognize the complexities of the issue Consider opposing or alternate points of view 	<ul style="list-style-type: none"> Recognize the complexities of the issue Consider opposing or alternate points of view
<p>E2.16D An organizing structure appropriate to the purpose, audience, and context. <i>Supporting Standard</i></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> 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 extraneous sentences should not be included. 	<p>E3.16C An organizing structure appropriate to the purpose, audience, and context. <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"> 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 extraneous sentences should not be included. 	<p>E4.16C An organizing structure appropriate to the purpose, audience, and context.</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> 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 extraneous sentences should not be included.
<p>E2.16E An analysis of the relative value of specific data, facts, and ideas. <i>Supporting Standard</i></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Provide relevant, quality, and credible evidence in the analysis of data, facts, and ideas 	<p>E3.16E Demonstrated consideration of the validity and reliability of all primary and secondary sources used. <i>Readiness Standard</i> (Reporting Category 4 Composition) <i>Supporting Standard</i> (Reporting Category 5 Revision)</p> <p>Primary source – a source from the time in which</p>	<p>E4.16E Demonstrated consideration of the validity and reliability of all primary and secondary sources used.</p> <p>Primary source – a source from the time in which an event being studied occurred. Researchers may collect primary source documents through letters, speeches, diaries, surveys, field work, or personal interviews.</p>

English II	English III	English IV
	<p>an event being studied occurred. Researchers may collect primary source documents through letters, speeches, diaries, surveys, field work, or personal interviews.</p> <p>Secondary source – a source that is a step removed from the original accounts of an event or experience</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Consider the integrity, trustworthiness, and purpose of the author 	<p>Secondary source – a source that is a step removed from the original accounts of an event or experience</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Consider the integrity and trustworthiness of the author
<p>E2.16F A range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations). <i>Supporting Standard</i></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Descriptions • Anecdotes • Case studies • Analogies • Illustrations • Valid appeals to emotion • Use of valid authority <p>Anecdote – a short narrative that relates an interesting or amusing incident, usually in order to make or support a larger point</p>	<p>E3.16F Language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs). <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"> • Appeals to logic • Appeals to emotion • Appeals to ethical beliefs 	<p>E4.16F Language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Appeals to logic • Appeals to emotion • Appeals to ethical beliefs
		<p>E4.16G An awareness and anticipation of audience</p>

English II	English III	English IV
		<p>response that is reflected in different levels of formality, style, and tone.</p> <p>Tone – the author’s particular attitude, either stated or implied in the writing</p> <p>Style – the way something is written, in contrast to its content. (e.g., Hemingway’s writing style is terse, blunt, and conversational.)</p> <p>Level of formality – formal, semiformal, or informal writing style determined by the writer’s purpose and the intended audience</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)