STAAR Reading/ELA

Readiness Standards - A Vertical Look

Kindergarten – English III

Spring 2011

Reporting Category	Kindergarten Aligned Standards		Grade 1 Aligned Standards		Grade 2 Aligned Standards		Grade 3 Readiness Standards	
1 Understanding/Analysis Across Genres	K.5.A	identify and use words that name actions, directions, positions, sequences, and locations	1.3.A	decode words in context and in isolation by applying common letter-sound correspondences	2.5.A	use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow)	3.4.A	identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots
	K.5.B	recognize that compound words are made up of shorter words			2.5.B	use context to determine the relevant meaning of unfamiliar words or multiple-meaning words	3.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs
2 Understanding/Analysis of Literary Texts	K.8.A	retell a main event from a story read aloud	1.9.A	describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events	2.9.A	describe similarities and differences in the plots and settings of several works by the same author	3.8.A	sequence and summarize the plot's main events and explain their influence on future events
	K.8.B	describe characters in a story and the reasons for their actions	1.9.B	describe characters in a story and the reasons for their actions and feelings	2.9.B	describe main characters in works of fiction, including their traits, motivations, and feelings	3.8.B	describe the interaction of characters including their relationships and the changes they undergo
	Fig 19D	make inferences based on the cover, title, illustrations, and plot	Fig 19D	make inferences about text and use textual evidence to support understanding	Fig 19D	make inferences about text using textual evidence to support understanding;	Fig.19.D	make inferences about text and use textual evidence to support understanding (Fiction)
	Fig 19E	retell or act out important events in stories	Fig 19E	retell or act out important events in stories in logical order	Fig 19E	retell important events in stories in logical order	Fig.19.E	summarize information in text, maintaining meaning and logical order (Fiction)

NOTE: The K-2 Aligned Standards are linked to the Grade 3 Readiness Standards in concept and content. They may or may not reflect the Readiness Standards for those grade levels. This analysis for K-2 is provided by lead4ward and does not reflect the publications of the TEA.

Reporting Category	Kindergarten Aligned Standards	Grade 1 Aligned Standards	Grade 2 Aligned Standards	Grade 3 Readiness Standards
3 Understanding/Analysis of Informational Texts	K.10.A identify the topic and details in expository text heard or read, referring to the words and/or illustrations	1 14.A restate the main idea, heard or read	2.14.A identify the main idea in a text and distinguish it from the topic	3.13.A identify the details or facts that support the main idea
	K.10.B retell important facts in a text, heard or read	1.14.B identify important facts or details in text, heard or read	2.14.B locate the facts that are clearly stated in a text	3.13.B draw conclusions from the facts presented in text and support those assertions with textual evidence
	K.10.C discuss the ways authors group information in text	1.14.C retell the order of events in a text by referring to the words and/or illustrations	2.14.C describe the order of events or ideas in a text	3.13.C identify explicit cause and effect relationships among ideas in texts
	K.10.D use titles and illustrations to make predictions about text	1.14.D use text features (e.g., title, tables of contents, illustrations) to locate specific information in text	2.14.D use text features (e.g., table of contents, index, headings) to locate specific information in text	3.13.D use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text
	Fig 19D make inferences based on the cover, title, illustrations, and plot	Fig 19D make inferences about text and use textual evidence to support understanding	Fig 19D make inferences about text using textual evidence to support understanding	Fig.19.D make inferences about text and use textual evidence to support understanding
				Fig.19.E summarize information in text, maintaining meaning and logical order

Genres Assessed				
	Literary	Fiction Literary Nonfiction Poetry Drama Media Literacy		• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Ineligible) • Media Literacy (Embedded)
	Informational	Expository Procedural Media Literacy		• Expository (Readiness) • Persuasive (Ineligible) • Procedural (Embedded) • Media Literacy (Embedded)

NOTE: The K-2 Aligned Standards are linked to the Grade 3 Readiness Standards in concept and content. They may or may not reflect the Readiness Standards for those grade levels. This analysis for K-2 is provided by lead4ward and does not reflect the publications of the TEA.

Reporting Category	Grade 3 Readiness Standards	Grade 4 Readiness Standards	Grade 5 Readiness Standards	Grade 6 Readiness Standards
1 Understanding/Analysis Across Genres	**3.4.A** identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots **3.4.B** use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs	**4.2.A** determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes **4.2.B** use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words **4.2.E** use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words **Fig.19.F** make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence	**5.2.A** determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes **5.2.B** use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words **5.2.E** use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words **Fig.19.F** make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence	**6.2.A** determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes **6.2.B** use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words **6.2.E** use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words **Fig.19.F** make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence
2 Understanding/Analysis of Literary Texts	**3.8.A** sequence and summarize the plot's main events and explain their influence on future events **3.8.B** describe the interaction of characters including their relationships and the changes they undergo **Fig.19.D** make inferences about text and use textual evidence to support understanding (Fiction) **Fig.19.E** summarize information in text, maintaining meaning and logical order (Fiction)	**4.6.A** sequence and summarize the plot's main events and explain their influence on future events **4.6.B** describe the interaction of characters including their relationships and the changes they undergo **Fig.19D** make inferences about text and use textual evidence to support understanding (Fiction) **Fig.19.E** summarize information in text, maintaining meaning and logical order (Fiction)	**5.6.A** describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events **5.6.B** explain the roles and functions of characters in various plots, including their relationships and conflicts **5.8.A** evaluate the impact of sensory details, imagery, and figurative language in literary text **Fig.19.D** make inferences about text and use textual evidence to support understanding (Fiction) **Fig.19.E** summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Fiction)	**6.6.A** summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction **6.8.A** explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains **Fig.19.D** make inferences about text and use textual evidence to support understanding (Fiction) **Fig.19.E** summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Fiction)

Reporting Category	Grade 3 Readiness Standards	Grade 4 Readiness Standards	Grade 5 Readiness Standards	Grade 6 Readiness Standards
3 Understanding/Analysis of Informational Texts	3.13.A identify the details or facts that support the main idea 3.13.B draw conclusions from the facts presented in text and support those assertions with textual evidence 3.13.C identify explicit cause and effect relationships among ideas in texts 3.13.D use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text Fig.19.D make inferences about text and use textual evidence to support understanding Fig.19.E summarize information in text, maintaining meaning and logical order	4.11.A summarize the main idea and supporting details in text in ways that maintain meaning 4.11.C describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison 4.11.D use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information Fig.19.D make inferences about text and use textual evidence to support understanding Fig.19.E summarize information in text, maintaining meaning and logical order	5.11.A summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order 5.11.C analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas 5.11.D use multiple text features and graphics to gain an overview of the contents of text and to locate information 5.11.E synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres Fig.19.D make inferences about text and use textual evidence to support understanding (Expository) Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Expository)	6.10.A summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions 6.10.C explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint 6.10.D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres Fig.19.D make inferences about text and use textual evidence to support understanding (Expository) Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Expository)

Genres Assessed		Grade 3	Grade 4	Grade 5	Grade 6
Genres Assessed	**Literary**	• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Ineligible) • Media Literacy (Embedded)	• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Supporting) • Media Literacy (Embedded)	• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Supporting) • Media Literacy (Embedded)	• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Supporting) • Media Literacy (Embedded)
	Informational	• Expository (Readiness) • Persuasive (Ineligible) • Procedural (Embedded) • Media Literacy (Embedded)	• Expository (Readiness) • Persuasive (Ineligible) • Procedural (Embedded) • Media Literacy (Embedded)	• Expository (Readiness) • Persuasive (Supporting) • Procedural (Embedded) • Media Literacy (Embedded)	• Expository (Readiness) • Persuasive (Supporting) • Procedural (Embedded) • Media Literacy (Embedded)

Reporting Category	Grade 5 Readiness Standards	Grade 6 Readiness Standards	Grade 7 Readiness Standards	Grade 8 Readiness Standards
1 Understanding/Analysis Across Genres	**5.2.A** determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes **5.2.B** use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words **5.2.E** use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words **Fig.19.F** make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence	**6.2.A** determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes **6.2.B** use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words **6.2.E** use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words **Fig.19.F** make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence	**7.2.A** determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes **7.2.B** use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words **7.2.E** use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words **Fig.19.F** make connections between and across texts, including other media (e.g., film, play), and provide textual evidence	**8.2.A** determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes **8.2.B** use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings **8.2.E** use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words **Fig.19.F** make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence
2 Understanding/Analysis of Literary Texts	**5.6.A** describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events **5.6.B** explain the roles and functions of characters in various plots, including their relationships and conflicts **5.8.A** evaluate the impact of sensory details, imagery, and figurative language in literary text **Fig.19.D** make inferences about text and use textual evidence to support understanding (Fiction) **Fig.19.E** summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Fiction)	**6.6.A** summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction **6.8.A** explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains **Fig.19.D** make inferences about text and use textual evidence to support understanding (Fiction) **Fig.19.E** summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Fiction)	**7.6.A** explain the influence of the setting on plot development **7.6.B** analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts **7.8.A** determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood **Fig.19D** make complex inferences about text and use textual evidence to support understanding(Fiction) **Fig.19.E** summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Fiction)	**8.6.A** analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved **8.6.B** analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict **Fig.19.D** make complex inferences about text and use textual evidence to support understanding (Fiction) **Fig.19.E** summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Fiction)

Reporting Category	Grade 5 Readiness Standards	Grade 6 Readiness Standards	Grade 7 Readiness Standards	Grade 8 Readiness Standards
3 Understanding/Analysis of Informational Texts	5.11.A summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order	6.10.A summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions	7.10.A evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning	8.10.A summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order
	5.11.C analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas	6.10.C explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint	7.10.C use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text	8.10.C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
	5.11.D use multiple text features and graphics to gain an overview of the contents of text and to locate information	6.10.D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres	7.10.D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence	8.10.D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence
	5.11.E synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres	Fig.19.D make inferences about text and use textual evidence to support understanding (Expository)	Fig.19.D make complex inferences about text and use textual evidence to support understanding (Expository)	Fig.19.D make complex inferences about text and use textual evidence to support understanding (Expository)
	Fig.19.D make inferences about text and use textual evidence to support understanding (Expository)	Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Expository)	Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Expository)	Fig.19.E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Expository)
	Fig.19.E summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts (Expository)			

Genres Assessed		Grade 5	Grade 6	Grade 7	Grade 8
	Literary	• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Supporting) • Media Literacy (Embedded)	• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Supporting) • Media Literacy (Embedded)	• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Supporting) • Media Literacy (Embedded)	• Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Supporting) • Media Literacy (Embedded)
	Informational	• Expository (Readiness) • Persuasive (Supporting) • Procedural (Embedded) • Media Literacy (Embedded)	• Expository (Readiness) • Persuasive (Supporting) • Procedural (Embedded) • Media Literacy (Embedded)	• Expository (Readiness) • Persuasive (Supporting) • Procedural (Embedded) • Media Literacy (Embedded)	• Expository (Readiness) • Persuasive (Supporting) • Procedural (Embedded) • Media Literacy (Embedded)

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Reporting Category		Grade 8 Readiness Standards		English I Readiness Standards		English II Readiness Standards		English III Readiness Standards	
READING	**1 — Understanding/Analysis Across Genres**	8.2.A	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	EI.1.B	analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words	E2.1.B	analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words	E3.1.B	analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings
		8.2.B	use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings	E1.1.E	use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology	E2.1.E	use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology	E3.1.E	use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed
		8.2.E	use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words	Fig.19.B	make complex inferences about text and use textual evidence to support understanding	Fig.19.B	make complex inferences about text and use textual evidence to support understanding	Fig.19.B	make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding
		Fig.19.F	make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence						
	2 — Understanding/Analysis of Literary Texts	8.6.A	analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved	E1.5.B	analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils	E2.5.A	analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction; Readiness Standard	E3.2.A	analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition
		8.6.B	analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict	Fig.19.B	make complex inferences about text and use textual evidence to support understanding (Fiction)	Fig.19.B	make complex inferences about text and use textual evidence to support understanding (Fiction)	E3.5.A	evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction
		Fig.19.D	make complex inferences about text and use textual evidence to support understanding (Fiction)					E3.5.B	analyze the internal and external development of characters through a range of literary devices
		Fig.19.E	summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Fiction)					Fig.19.B	make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding (Fiction)
	3 — Understanding/Analysis of Informational Texts	8.10.A	summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order	E1.8.A	explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose	E2.8.A	analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details	E3.8.A	analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance
		8.10.C	make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns	E1.9.A	summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion	E2.9.A	summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique	E3.9.A	summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion
		8.10.D	synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence	E1.9.C	make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns	E2.9.C	make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns	E3.9.C	make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns
		Fig.19.D	make complex inferences about text and use textual evidence to support understanding (Expository)	Fig.19.B	make complex inferences about text and use textual evidence to support understanding (Expository)	Fig.19.B	make complex inferences about text and use textual evidence to support understanding (Expository)	Fig.19.B	make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding. (Expository)
		Fig.19.E	summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts (Expository)						

Reporting Category	Grade 8 Readiness Stds	English I Readiness Standards	English II Readiness Standards	English III Readiness Standards
WRITING — 4 — Composition		**E1.13.B** 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 **E1.13.C** 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 **E1.13.D** edit drafts for grammar, mechanics, and spelling **E1.14.A** write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot **E1.15.A** write an [analytical] essay of sufficient length that includes (i) effective introductory and concluding paragraphs and a variety of sentence structures (ii) rhetorical devices, and transitions between paragraphs (iii) a controlling idea or thesis (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant information and valid inferences	**E2.13.B** 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 **E2.13.C** 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 **E2.13.D** edit drafts for grammar, mechanics, and spelling **E2.15.A** write an [analytical] essay of sufficient length that includes (i) effective introductory and concluding paragraphs and a variety of sentence structures (ii) rhetorical devices, and transitions between paragraphs (iii) a thesis or controlling idea (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant evidence and well-chosen details (vi) distinctions about the relative value of specific data, facts, ideas that support the thesis statement **E2.16** write an argumentative essay to the appropriate audience that includes (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence; (D) an organizing structure appropriate to the purpose, audience, and context; (E) an analysis of the relative value of specific data, facts, and ideas	**E3.13.B** 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 **E3.13.C** 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 **E3.13.D** edit drafts for grammar, mechanics, and spelling **E3.15.A** write an analytical essay of sufficient length that includes (i) effective introductory and concluding paragraphs and a variety of sentence structures (ii) rhetorical devices, and transitions between paragraphs (iii) a clear thesis statement or controlling idea (iv) a clear organizational schema for conveying ideas (v) relevant and substantial evidence and well-chosen details (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources; **E3.15.C** write an interpretation of an expository or a literary text that (i) advances a clear thesis statement (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text (v) anticipates and responds to readers' questions or contradictory information **E3.16** write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes (A) 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 (C) an organizing structure appropriate to the purpose, audience, and context (E) demonstrated consideration of the validity and reliability of all primary and secondary sources used (F) 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)
Two Scored Writing Compositions		• Literary • Expository	• Expository • Persuasive	• Persuasive • Analytic

Reporting Category		Grade 8 Readiness Stds	English I Readiness Standards	English II Readiness Standards	English III Readiness Standards
WRITING	5 Revision		E1.13.C 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	E2.13.C 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	E3.13.C 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
WRITING	6 Editing		E1.13.D edit drafts for grammar, mechanics, and spelling E1.17.A use and understand the function of the following parts of speech in the context of reading, writing, [and speaking] E1.17.C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) E1.18.A use conventions of capitalization E1.18.B use correct punctuation marks E1.19.A spell correctly, including using various resources to determine and check correct spellings	E2.13.D edit drafts for grammar, mechanics, and spelling E2.17.A use and understand the function of the following parts of speech in the context of reading, writing, [and speaking] E2.17.C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) E2.18.A use conventions of capitalization E2.18.B use correct punctuation marks E2.19.A spell correctly, including using various resources to determine and check correct spellings	E3.13.D edit drafts for grammar, mechanics, and spelling E3.17.B use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) E3.18.A correctly and consistently use conventions of punctuation and capitalization E3.19.A spell correctly, including using various resources to determine and check correct spellings

Genres Represented in Revision and Editing Sections	Literary	Informational	Literary	Informational	Literary	Informational
	• Literary Nonfiction	• Expository • Persuasive	• Literary Nonfiction	• Expository • Persuasive	• Literary Nonfiction	• Expository • Persuasive