



## STAAR Strand 1 – Developing and Sustaining Foundational Language Skills

### English II TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;
- (B) analyze context to distinguish among denotative, connotative, and figurative meanings of words;
- (C) determine the meaning of foreign words or phrases used frequently in English such as *pas de deux*, *status quo*, *d’où vu*, *avant-garde*, and *coup d’État*.

### Prerequisite Skills/Links to TEKS Vertical Alignment

- use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary (Eng I)
- analyze context to distinguish between the denotative and connotative meanings of words (Eng I)
- determine the meaning of foreign words or phrases used frequently in English such as *bona fide*, *caveat*, *carte blanche*, *tête-à-tête*, *bon appétit*, and *quid pro quo* (Eng I)
- use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (8)
- use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words (8)
- determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as *ast*, *qui*, *path*, *mand/mend*, and *duc* (8)
- use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (7)
- use context such as contrast or cause and effect to clarify the meaning of words (7)
- determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as *omni*, *log/logue*, *gen*, *vid/vis*, *phil*, *luc*, and *sens/sent* (7)
- use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (6)
- use context such as definition, analogy, and examples to clarify the meaning of words (6)
- determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as *mis/mit*, *bene*, *man*, *vac*, *scrib/script*, and *jur/jus* (6)
- use print or digital resources to determine meaning, syllabication, pronunciation, and word origin (5)
- use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words (5)

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Prerequisite Skills/Links to TEKS Vertical Alignment •identify the meaning of and use words with

STAAR Strand 2 – Comprehension Skills	
English II TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations	
<p>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <ul style="list-style-type: none"> <li>(E) make connections to personal experiences, ideas in other texts, and society;</li> <li>(F) make inferences and use evidence to support understanding;</li> <li>(G) evaluate details read to determine key ideas;</li> <li>(H) synthesize information from multiple texts to create new understanding.</li> </ul>	
Prerequisite Skills/Links to TEKS Vertical Alignment	
	<ul style="list-style-type: none"> <li>• make connections to personal experiences, ideas in other texts, and society (Eng I)</li> <li>• make inferences and use evidence to support understanding (Eng I)</li> <li>• evaluate details read to determine key ideas (Eng I)</li> <li>• synthesize information from two texts to create new understanding (Eng I)</li> <li>• make connections to personal experiences, ideas in other texts, and society (8)</li> <li>• make inferences and use evidence to support understanding (8)</li> <li>• evaluate details read to determine key ideas (8)</li> <li>• synthesize information to create new understanding (8)</li> <li>• make connections to personal experiences, ideas in other texts, and society (7)</li> <li>• make inferences and use evidence to support understanding (7)</li> <li>• evaluate details read to determine key ideas (7)</li> <li>• synthesize information to create new understanding (7)</li> <li>• make connections to personal experiences, ideas in other texts, and society (6)</li> <li>• make inferences and use evidence to support understanding (6)</li> <li>• evaluate details read to determine key ideas (6)</li> <li>• synthesize information to create new understanding (6)</li> <li>• make connections to personal experiences, ideas in other texts, and society (5)</li> <li>• make inferences and use evidence to support understanding (5)</li> <li>• evaluate details read to determine key ideas (5)</li> </ul>

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STAAR Strand 3 – Response Skills

English II TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (C) use text evidence and original commentary to support an interpretive response;
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order.

Prerequisite Skills/Links to TEKS Vertical Alignment

STAAR Strand 4 – Literary Elements and Genres

English II

## Prerequisite Skills/Links to TEKS Vertical Alignment

- analyze how the setting, including historical and cultural settings, influences character and plot development (6)
- infer multiple themes within a text using text evidence (5)
- analyze the relationships of and conflicts among the characters (5)
- analyze plot elements, including rising action, climax, falling action, and resolution (5)
- analyze the influence of the setting, including historical and cultural settings, on the plot (5)
- infer basic themes supported by text evidence (4)
- explain the interactions of the characters and the changes they undergo (4)
- analyze plot elements, including the rising action, climax, falling action, and resolution (4)
- explain the influence of the setting, including historical and cultural settings, on the plot (4)
- infer the theme of a work, distinguishing theme from topic (3)
- explain the relationships among the major and minor characters (3)
- analyze plot elements, including the sequence of events, the conflict, and the resolution (3)
- explain the influence of the setting on the plot (3)
- discuss topics and determine theme using text evidence with adult assistance (2)
- describe the main character's (characters') internal and external traits (2)
- describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (2)
- describe the importance of the setting (2)
- discuss topics and determine theme using text evidence with adult assistance (1)
- describe the main character(s) and the reason(s) for their actions (1)
- describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently (1)
- describe the setting (1)
- discuss topics and determine the basic theme using text evidence with adult assistance (K)
- identify and describe the main character(s) (K)
- describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance (K)
- describe the setting (K)
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STAAR Strand 4 – Literary Elements and Genres

English II TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

## Prerequisite Skills/Links to TEKS Vertical Alignment

- analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms (6)
- analyze how playwrights develop characters through dialogue and staging (6)
- analyze characteristics and structural elements of informational text, including:
  - (i) the controlling idea or thesis with supporting evidence (6)
  - (iii) organizational patterns such as definition, classification, advantage, and disadvantage (6)
- explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms (5)
- explain structure in drama such as character tags, acts, scenes, and stage directions (5)
- recognize characteristics and structures of informational text, including:
  - (i) the central idea with supporting evidence (5)
  - (iii) organizational patterns such as logical order and order of importance (5)
- explain figurative language such as simile, metaphor, and personification that the poet uses to create images (4)
- explain structure in drama such as character tags, acts, scenes, and stage directions (4)
- recognize characteristics and structures of informational text, including:
  - (i) the central idea with supporting evidence (4)
  - (iii) organizational patterns such as compare and contrast (4)
- explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems (3)
- discuss elements of drama such as characters, dialogue, setting, and acts (3)
- recognize characteristics and structures of informational text, including:
  - (i) the central idea with supporting evidence (3)
  - (iii) organizational patterns such as cause and effect and problem and solution (3)
- explain visual patterns and structures in a variety of poems (2)
- discuss elements of drama such as characters, dialogue, and setting (2)
- recognize characteristics and structures of informational text, including:
  - (i) the central idea and supporting evidence with adult assistance (2)
  - (iii) organizational patterns such as chronological order and cause and effect stated explicitly (2)
- discuss rhyme, rhythm, repetition, and alliteration in a variety of poems (1)
- discuss elements of drama such as characters and setting (1)

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### STAAR Strand 5 – Author’s Purpose and Craft

#### English II TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

(8) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) analyze the author’s purpose, audience, and message within a text;
- (C) evaluate the author’s use of print and graphic features to achieve specific purposes;
- (D) analyze how the author’s use of language informs and shapes the perception of readers;
- (E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes.

#### Prerequisite Skills/Links to TEKS Vertical Alignment

- analyze the author’s purpose, audience, and message within a text (Eng I)
- evaluate the author’s use of print and graphic features to achieve specific purposes (Eng I)
- analyze how the author’s use of language achieves specific purposes (Eng I)
- analyze the use of literary devices such as irony and oxymoron to achieve specific purposes (Eng I)
- explain the author’s purpose and message within a text (8)
- analyze the author’s use of print and graphic features to achieve specific purposes (8)
- describe how the author’s use of figurative language such as extended metaphor achieves specific purposes (8)
- identify and analyze the use of literary devices, including multiple points of view and irony (8)
- explain the author’s purpose and message within a text (7)
- analyze the author’s use of print and graphic features to achieve specific purposes (7)
- describe how the author’s use of figurative language such as metaphor and personification achieves specific purposes (7)
- identify the use of literary devices, including subjective and objective point of view (7)
- explain the author’s purpose and message within a text (6)
- analyze the author’s use of print and graphic features to achieve specific purposes (6)
- describe how the author’s use of figurative language such as metaphor and personification achieves specific purposes (6)
- identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose (6)

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STAAR Strand 6 – Composition - Writing Process and Genres

English II TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations

(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

(D) edit drafts using standard English conventions, including:

(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;

(ii)

parallel constructions and placement of phrases and dependent clauses

## Prerequisite Skills/Links to TEKS Vertical Alignment

- (iv) pronoun-antecedent agreement (8)
- (v) correct capitalization (8)
- (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses (8)
- revise drafts for clarity, development, organization, style, word choice, and sentence variety (7)
- edit drafts using standard English conventions, including:
  - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (7)
  - (ii) consistent, appropriate use of verb tenses (7)
  - (iii) conjunctive adverbs (7)
  - (iv) prepositions and prepositional phrases and their influence on subject-verb agreement (7)
  - (v) pronoun-antecedent agreement (7)
  - (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (7)
  - (vii) correct capitalization (7)
  - (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons (7)
- revise drafts for clarity, development, organization, style, word choice, and sentence variety (6)
- edit drafts using standard English conventions, including:
  - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (6)
  - (ii) consistent, appropriate use of verb tenses (6)
  - (iii) conjunctive adverbs (6)
  - (iv) prepositions and prepositional phrases and their influence on subject-verb agreement (6)
  - (v) pronouns, including relative (6)
  - (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (6)
  - (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations (6)
  - (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements (6)
- revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (5)

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## Prerequisite Skills/Links to TEKS Vertical Alignment

- edit drafts using standard English conventions, including:
  - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (5)
  - (ii) past tense of irregular verbs (5)
  - (iii) collective nouns (5)
  - (iv) adjectives, including their comparative and superlative forms (5)
  - (v) conjunctive adverbs (5)
  - (vi) prepositions and prepositional phrases and their influence on subject-verb agreement (5)
  - (vii) pronouns, including indefinite (5)
  - (viii) subordinating conjunctions to form complex sentences (5)
  - (ix) capitalization of abbreviations, initials, acronyms, and organizations (5)
  - (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences (5)
- revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (4)
- edit drafts using standard English conventions, including:
  - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (4)
  - (ii) past tense of irregular verbs (4)
  - (iii) singular, plural, common, and proper nouns (4)
  - (iv) adjectives, including their comparative and superlative forms (4)
  - (v) adverbs that convey frequency and adverbs that convey degree (4)
  - (vi) prepositions and prepositional phrases (4)
  - (vii) pronouns, including reflexive (4)
  - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (4)
  - (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities (4)
  - (x)



## Prerequisite Skills/Links to TEKS Vertical Alignment

- revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (3)
- edit drafts using standard English conventions, including:
  - (i) complete simple and compound sentences with subject-verb agreement (3)
  - (ii) past, present, and future verb tense (3)
  - (iii) singular, plural, common, and proper nouns (3)
  - (iv) adjectives, including their comparative and superlative forms (3)
  - (v) adverbs that convey time and adverbs that convey manner (3)
  - (vi) prepositions and prepositional phrases (3)
  - (vii) pronouns, including subjective, objective, and possessive cases (3)
  - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (3)
  - (ix) capitalization of official titles of people, holidays, and geographical names and places (3)
  - (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series (3)
- revise drafts by adding, deleting, or rearranging words, phrases, or sentences (2)
- edit drafts using standard English conventions, including:
  - (i) complete sentences with subject-verb agreement (2)
  - (ii) past, present, and future verb tense (2)
  - (iii) singular, plural, common, and proper nouns (2)
  - (iv) adjectives, including articles (2)
  - (v) adverbs that convey time and adverbs that convey place (2)
  - (vi) prepositions and prepositional phrases (2)
  - (vii) pronouns, including subjective, objective, and possessive cases (2)
  - (viii) coordinating conjunctions to form compound subjects and predicates (2)
  - (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter (2)
  - (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates (2)

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Prerequisite Skills/Links to TEKS Vertical Alignment

- revise drafts by adding details in pictures or words (1)
- edit drafts using standard English conventions, including:
  - (i) complete sentences with subject-verb agreement (1)
  - (ii) past and present verb tense (1)
  - (iii) singular, plural, common, and proper nouns (1)
  - (iv) adjectives, including articles (1)
  - (v) adverbs that convey time (1)
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