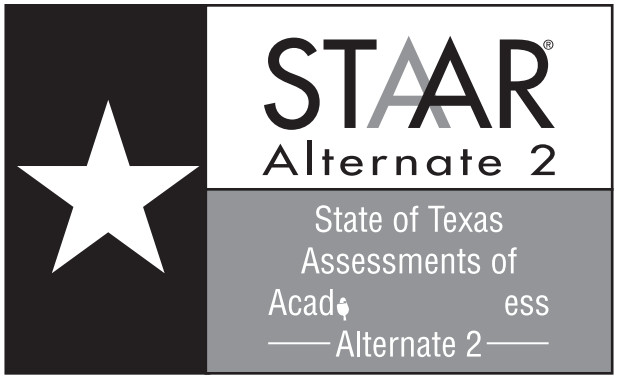

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English II TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. 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

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

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:

(A) establish purpose for reading assigned and self-selected texts;
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;
& P D N H D Q G F R U U H F W R U F R Q ¿ U P S U H G L F W L R Q V X V L Q J W H [W I H D W X U H V F K D U
(D) create mental images to deepen understanding;
(E) make connections to personal experiences, ideas in other texts, and society;
(F) make inferences and use evidence to support understanding;
(G) evaluate details read to determine key ideas;
(H) synthesize information from multiple texts to create new understanding; and
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating
Z K H Q X Q G H U V W D Q G L Q J E U H D N V G R Z Q

&RPSUHKHQVLRQ VNLOOV OLVWHQLQJ VSHDNLQJ UHDGLQJ ZULWLQJ DQG WK
GHYHORS DQG GHHSHQ FRPSUHKHQVLRQ RI LQFUHDVLQJO\ FRPSOH[WH[WV 7K

- establish purpose for reading assigned and self-selected texts (Eng I)
- generate questions about text before, during, and after reading to deepen understanding and gain information (Eng I)
- P D N H D Q G F R U U H F W R U F R Q ¿ U P S U H G L F W L R Q V X V L Q J W H [W I H D W X U H V F K
- create mental images to deepen understanding (Eng I)
- make connections to personal experiences, ideas in other texts, and society (Eng I)
- make inferences and use evidence to support understanding (Eng I)
- evaluate details read to determine key ideas (Eng I)
- synthesize information from two texts to create new understanding (Eng I)
- make connections to personal experiences, ideas in other texts, and society (8)
- make inferences and use evidence to support understanding (8)
- evaluate details read to determine key ideas (8)
- synthesize information to create new understanding (8)

Continued

- make connections to personal experiences, ideas in other texts, and society (7)
- make inferences and use evidence to support understanding (7)
- evaluate details read to determine key ideas (7)
- make connections to personal experiences, ideas in other texts, and society (6)
- make inferences and use evidence to support understanding (6)
- evaluate details read to determine key ideas (6)
- synthesize information to create new understanding (6)
- make connections to personal experiences, ideas in other texts, and society (5)
- make inferences and use evidence to support understanding (5)
- evaluate details read to determine key ideas (5)
- synthesize information to create new understanding (5)
- make connections to personal experiences, ideas in other texts, and society (4)
- make inferences and use evidence to support understanding (4)
- evaluate details read to determine key ideas (4)
- synthesize information to create new understanding (4)
- make connections to personal experiences, ideas in other texts, and society (3)
- make inferences and use evidence to support understanding (3)
- evaluate details read to determine key ideas (3)
- synthesize information to create new understanding (3)
- make connections to personal experiences, ideas in other texts, and society (2)
- make inferences and use evidence to support understanding (2)
- evaluate details read to determine key ideas (2)
- synthesize information to create new understanding (2)
- make connections to personal experiences, ideas in other texts, and society with adult assistance (1)
- make inferences and use evidence to support understanding with adult assistance (1)
- evaluate details to determine what is most important with adult assistance (1)
- synthesize information to create new understanding with adult assistance (1)
- PDNH LQIHUHQFHV DQG XVH HYLGHQFH WR VXSSRUW XQGHUVWDQGLQJ ZLW
- HYDOXDWH GHWDLOV WR GHWHUPLQH ZKDW LV PRVW LPSRUWDQW ZLWK DG
- V\QWKHVL]H LQIRUPDWLRQ WR FUHDWH QHZ XQGHUVWDQGLQJ ZLWK DGXOW

0XOWLSOH JHQUHV OLVWHQLQJ VSHDNLQJ UHDGLQJ ZULWLQJ DQG WKLQNL
DQDO\]HV OLWHUDU\ HOHPHQWV ZLWKLQ DQG DFURVV LQFUHDVLQJO\ FRPSOH[
is expected to:

- analyze how themes are developed through characterization and plot in a variety of literary texts (Eng I)
- DQDO\]H KRZ DXWKRUV GHYHORS FRPSOH[\HW EHOLHYDEOH FKDUDFWHUV character foils (Eng I)
- DQDO\]H QRQ OLQHDU SORW GHYHORSPHQW VXFK DV ÀDVKEDFNV IRUHVKD linear plot development (Eng I)
- DQDO\]H KRZ WKH VHWWLQJ LQÀXHQFHV WKH WKHPH (QJ ,
- analyze how themes are developed through the interaction of characters and events (8)
- DQDO\]H KRZ FKDUDFWHUV¶ PRWLYDWLRQV DQG EHKDYLRUV LQÀXHQFH HYH
- DQDO\]H QRQ OLQHDU SORW GHYHORSPHQW VXFK DV ÀDVKEDFNV IRUHVKD linear plot development (8)
- H[SODLQ KRZ WKH VHWWLQJ LQÀXHQFHV WKH YDOXHV DQG EHOLHIV RI FKD
- infer multiple themes within and across texts using text evidence (7)
- DQDO\]H KRZ FKDUDFWHUV¶ TXDOLWLHV LQÀXHQFH HYHQWV DQG UHVROXW
- analyze plot elements, including the use of foreshadowing and suspense, to advance the plot (7)
- DQDO\]H KRZ WKH VHWWLQJ LQÀXHQFHV FKDUDFWHU DQG SORW GHYHORSP
- infer multiple themes within and across texts using text evidence (6)
- analyze how the characters' internal and external responses develop the plot (6)
- DQDO\]H SORW HOHPHQWV LQFOXGLQJ ULVLQJ DFWLRQ FOLPD[IDOOLQJ
- DQDO\]H KRZ WKH VHWWLQJ LQFOXGLQJ KLVWRULFDO DQG FXOWXUDO VHW
- infer multiple themes within a text using text evidence (5)
- DQDO\]H WKH UHODWLRQVKLSV RI DQG FRQÀLFWV DPRQJ WKH FKDUDFWHUV
- analyze plot elements, including rising action, climax, falling action, and resolution (5)
- DQDO\]H WKH LQÀXHQFH RI WKH VHWWLQJ LQFOXGLQJ KLVWRULFDO DQG F

Continued

0XOWLSOH JHQUHV OLVWHQLQJ VSHDNLQJ UHDGLQJ ZULWLQJ DQG WKLQNLQ
VSHFL¿F FKDUDFWHULVWLFV VWUXFWXUHV DQG SXUSRVHV ZLWKLQ DQG DFUR
WH[WV 7KH VWXGHQW LV H[SHFWHG WR

- analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic fo (Eng I)
- analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire (Eng I)
- analyze characteristics and structural elements of informational texts such as (Eng I)
    (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion
- analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as e lyric, and humorous poetry (8)
- analyze characteristics and structural elements of informational text, including:
    (ii) the controlling idea or thesis with supporting evidence (8)
    (iii) multiple organizational patterns within a text to develop the thesis (8)
- analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a va of poetic forms (7)
- analyze characteristics and structural elements of informational text, including:
    (i) the controlling idea or thesis with supporting evidence (7)
    (iii) organizational patterns that support multiple topics, categories, and subcategories (7)
- analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms (6)
- analyze characteristics and structural elements of informational text, including:
    (i) the controlling idea or thesis with supporting evidence (6)
    (ii) feature such as introduction, foreword, preface, references, or acknowledgements to gain background information (6)
    LLRUJDQL]DWLRQDO SDWWHUQV VXFK DV GH¿QLWLRQ FODVVL¿FDWLRQ
- H[SODLQ WKH XVH RI VRXQG GHYLFHV DQG ¿JXUDWLYH ODQJXDJH DQG GLV of poetic forms (5)
- recognize characteristics and structures of informational text, including:
    (i) the central idea with supporting evidence (5)
    (ii) features such as insets, timelines, and sidebars to support understanding (5)
    (iii) organizational patterns such as logical order and order of importance (5)
- H[SODLQ ¿JXUDWLYH ODQJXDJH VXFK DV VLPLOH PHWDSKRU DQG SHUVRQ

Continued

- recognize characteristics and structures of informational text, including:
  - (i) the central idea with supporting evidence (4)
  - (ii) features such as pronunciation guides and diagrams to support understanding (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)
  - (ii) features such as sections, tables, graphs, timelines, bullets, numbers and bold and italicized font to support understanding (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)
  - (ii) features and graphics to locate and gain information (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)
- recognize characteristics and structures of informational text, including:
  - (i) the central idea and supporting evidence with adult assistance (1)
  - (ii) features and simple graphics to locate or gain information (1)
  - (iii) organizational patterns such as chronological order and description with adult assistance (1)
- G L V F X V V U K \ P H D Q G U K \ W K P L Q Q X U V H U \ U K \ P H V D Q G D Y D U L H W \ R I S R H P V
- G L V F X V V P D L Q F K D U D F W H U V L Q G U D P D .
- recognize characteristics and structures of informational text, including:
  - L W K H F H Q W U D O L G H D D Q G V X S S R U W L Q J H Y L G H Q F H Z L W K D G X O W D V V L
  - L L W L W O H V D Q G V L P S O H J U D S K L F V W R J D L Q L Q I R U P D W L R Q .
  - L L W K H V W H S V L Q D V H T X H Q F H Z L W K D G X O W D V V L V W D Q F H .

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

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to D Q D O \ ] H W K H D X W K R U V ¶ F K R L F H V D Q G K R Z W K H \ L Q À X H Q F H D Q G F R P P X Q L F D W H P H 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;

(B) analyze use of text structure to achieve the author's purpose;

& H Y D O X D W H W K H D X W K R U ¶ V X V H R I S U L Q W D Q G J U D S K L F I H D W X U H V W R D F K L H

(D) analyze how the author's use of language informs and shapes the perception of readers;

(D Q D O \ ] H W K H X V H R I O L W H U D U \ G H Y L F H V V X F K L U R Q \ V D U F D V P D Q G P R W L I

) D Q D O \ ] H K R Z W K H D X W K R U ¶ V G L F W L R Q D Q G V \ Q W D [F R Q W U L E X W H W R W K H P I

$ X W K R U ¶ V S X U S R V H D Q G F U D I W O L V W H Q L Q J V S H D N L Q J U H D G L Q J Z U L W L Q J D Q D O \ ] H W K H D X W K R U V ¶ F K R L F H V D Q G K R Z W K H \ L Q À X H Q F H D Q G F R P P X Q L F D W H D X W K R U ¶ V F U D I W S X U S R V H I X O O \ L Q R U G H U W R G H Y H O R S K L V R U K H U R Z Q S U R

- analyze the author's purpose, audience, and message within a text (Eng I)
- analyze use of text structure to achieve the author's purpose (Eng I)
- H Y D O X D W H W K H D X W K R U ¶ V X V H R I S U L Q W D Q G J U D S K L F I H D W X U H V W R D F K
- D Q D O \ ] H K R Z W K H D X W K R U ¶ V X V H R I O D Q J X D J H D F K L H Y H V V S H F L ¿ F S X U S R V
- D Q D O \ ] H W K H X V H R I O L W H U D U \ G H Y L F H V V X F K D V L U R Q \ D Q G R [\ P R U R Q W R
- analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text (Eng I)
- explain the author's purpose and message within a text (8)
- D Q D O \ ] H W K H D X W K R U ¶ V X V H R I S U L Q W D Q G J U D S K L F I H D W X U H V W R D F K L H
- G H V F U L E H K R Z W K H D X W K R U ¶ V X V H R I ¿ J X U D W L Y H O D Q J X D J H V X F K D V H [W
- 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)
- D Q D O \ ] H W K H D X W K R U ¶ V X V H R I S U L Q W D Q G J U D S K L F I H D W X U H V W R D F K L H
- G H V F U L E H K R Z W K H D X W K R U ¶ V X V H R I ¿ J X U D W L Y H O D Q J X D J H V X F K D V P H W
- identify the use of literary devices, including subjective and objective point of view (7)

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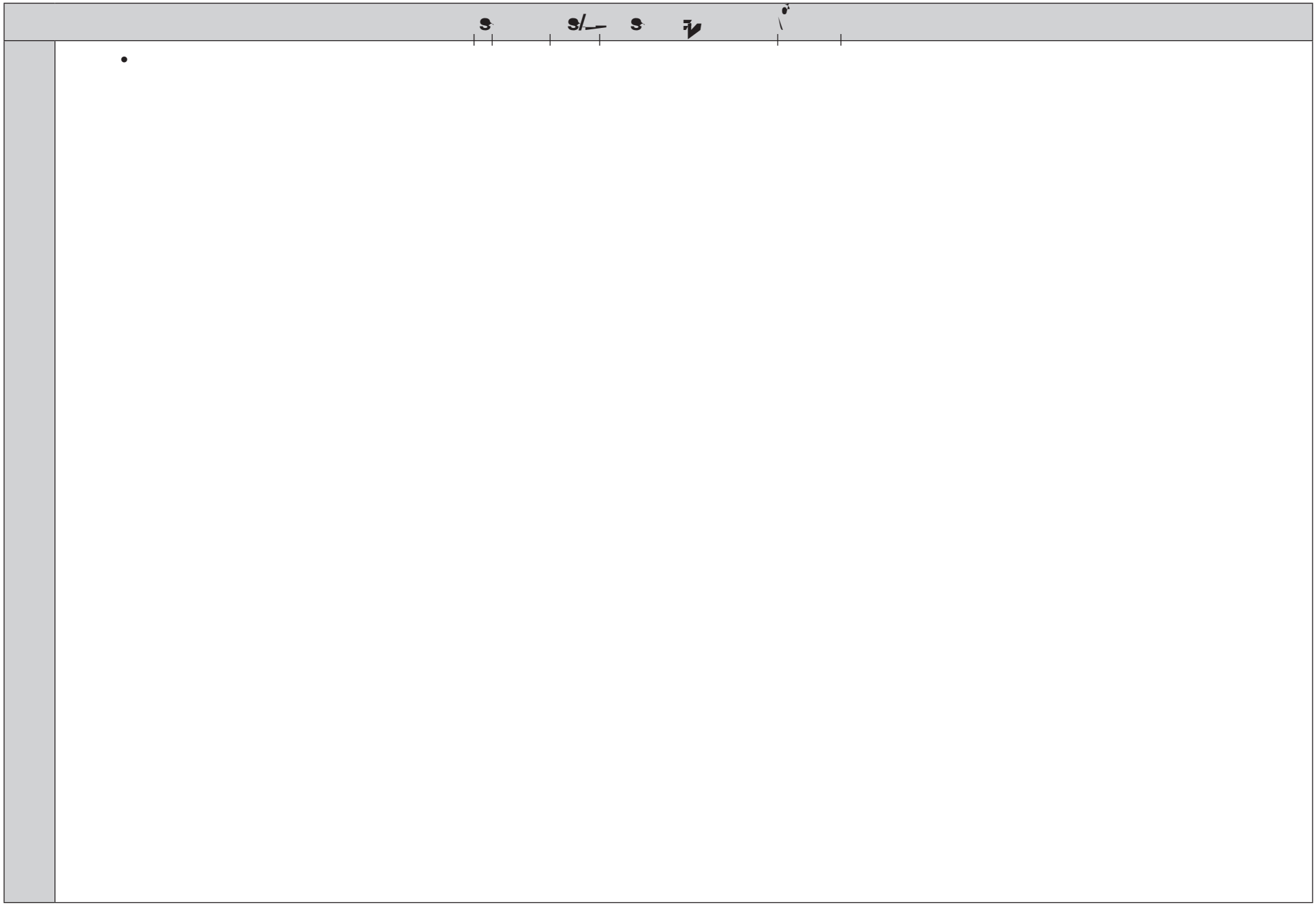

6
English II TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations
Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel

(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)
  - L Y S U H S R V L W L R Q V D Q G S U H S R V L W L R Q D O S K U D V H V D Q G W K H L U L Q À X H Q
  - (v) pronoun-antecedent agreement (7)
  - (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (
  - (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)

(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 fragmen
  - (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)
  - Y L$L U R Q R X Q V L Q F O X G L Q J U H À H [L Y H
  - (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, a nationalities (4)
  - (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue (4)•
  - and clarity (4)
- edit drafts using standar2 English conventions, including:
  - capitalization of abbrev55004800C00048005B004C00590045ns, and fragments (4)MCID7 0 Td u >>BD33 Tdj EMC a3

(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and i
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 >>B]3/MCID 6 >>BDC 2.167 0 Td (coom/k)cosalut/MCID ences iveentID 6 >a -vetl <36 >>

- UHYLVH GUDIWV E\ DGGLQJ GHWDLOV LQ SLFWXUHV RU ZRUGV .
- edit drafts with adult assistance using standard English conventions, including:
  - L FRPSOHWH VHQWHQFHV .
  - LLYHUEV .
  - LLVLQJXODU DQG SOXUDO QRXQV .
  - LYDGMHFWLYHV LQFOXGLQJ DUWLFOHV .
  - Y SUHSRVLWLRQV .
  - YLSURQRXQV LQFOXGLQJ VXEMHFWLYH REMHFWLYH DQG SRVVHVVLYH
  - YLDGSLWÀDÈ1DWLRQ RI WKH ¿UVW OHWWHU LQ D VHQWHQFHVHQD•DS`0 S