STAAR Alternate 2 TEKS Vertical Alignment

First **Author**™

Writing Curriculum

DON·JOHNSTON·
Human Learning Tools

Motivation to Write Skills. Students develop the understanding that print conveys meaning (Pre-K.IV.A).

Independently Conveys Meaning Skills. Students engage in using print in ways to convey their meanings in different situations (Pre-K.IV.B).

Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text (K.13 [with adult assistance]; 1.17; 2.17; 3.17; 4.15; 5.15; 6.14; 7.14; 8.14; Eng I.13; Eng II.13; Eng III.13). Students are expected to:

Planning and Developing

• Use scribbles/writing to convey meaning (Pre-K)	●
• Use letters or symbols to make words or parts of words (Pre-K)	●
• Plan a first draft by generating ideas for writing through class discussion (K)	●
• Develop drafts by sequencing the action or details in the story (K)	●
• Plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas) (1–2)	●
• Develop drafts by sequencing ideas through writing sentences (1–2)	●
• Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals) (3–4)	◉
• Develop drafts by categorizing ideas and organizing them into paragraphs (3–4)	●
• Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea (5–8)	◉
• Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing (5–8)	●
• 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 (Eng I–III)	◉
• 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 (Eng I–III)	

Revising

• Revise drafts by adding details or sentences (K)	●
• Revise drafts by adding or deleting a word, phrase, or sentence (1)	●
• Revise drafts by adding or deleting words, phrases, or sentences (2)	●
• Revise drafts for coherence, organization, use of simple and compound sentences, and audience (3–4)	◉
• Revise final draft in response to feedback from peers and teacher and publish written work for a specific audience (4)	●

● Aligned to standard

◉ Partially meets standard and/or can be addressed via additional teacher input

■ Grey boxes does not meet standard

— Not a task of an emergent writer

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WRITING

Revising

• Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed (5–6)	◉
• Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences (5–8, Eng I–III)	●
• Revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed (7–8)	
• 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 (Eng I–II)	
• 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 (Eng III)	

Editing

• Edit drafts by leaving spaces between letters and words (K)	●
• Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric (1–2)	◉
• Edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric (3–4)	◉
• Edit drafts for grammar, mechanics, and spelling (5–8, Eng I–III)	◉

Sharing and Publishing

• Share writing with others (K)	●
• Publish and share writing with others (1–2)	●
• Publish written work for a specific audience (3)	●

Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas (K.14; 1.18; 2.18; 3.18; 4.16; 5.16; 6.15; 7.15; 8.15). 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 (Eng I.14; Eng II.14, Eng III.14). Students are expected to:

• Dictate or write sentences to tell a story and put the sentences in chronological sequence (K)	●
• Write short poems (K)	
• Write brief stories that include a beginning, middle, and end (1–2)	●
• Write short poems that convey sensory details (1–2)	—
• Write imaginative stories that build the plot to a climax and contain details about the characters and setting (3–4)	◉
• Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse) (3–4)	—

Sharing and Publishing

- Write imaginative stories that include:

(i) a clearly defined focus, plot, and point of view;	⊙
(ii) a specific, believable setting created through the use of sensory details; and	⊙
(iii) dialogue that develops the story (5–6)	⊙

- Write poems using:

(i) poetic techniques (e.g., alliteration, onomatopoeia);	
(ii) figurative language (e.g., similes, metaphors); and	
(iii) graphic elements (e.g., capital letters, line length) (5–6)	

- Write an imaginative story that:

(i) sustains reader interest;	⊙
(ii) includes well-paced action and an engaging story line;	⊙
(iii) creates a specific, believable setting through the use of sensory details;	⊙
(iv) develops interesting characters; and	⊙
(v) uses a range of literary strategies and devices to enhance the style and tone (7–8)	⊙

- Write a poem using:

(i) poetic techniques (e.g., rhyme scheme, meter);	
(ii) figurative language (e.g., personification, idioms, hyperbole); and	
(iii) graphic elements (e.g., word position) (7–8)	

• 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 (Eng I)	
• 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) (Eng I–II)	
• Write a script with an explicit or implicit theme and details that contribute to a definite mood or tone (Eng I–II)	
• 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 (Eng II)	
• 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 (Eng III)	
• Write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse) (Eng III)	
• Write a script with an explicit or implicit theme, using a variety of literary techniques (Eng III)	

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Sharing and Publishing

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 (K.15; 1.19; 2.19; 3.20; 4.18; 5.18; 6.17; 7.17; 8.17; Eng I.15; Eng II.15; Eng III.15). Students are expected to:

• Dictate or write information for lists, captions, or invitations (K)	●
• Write brief compositions about topics of interest to the student (1–2)	●
• Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) (1–2)	
• Write brief comments on literary or informational texts (1–2)	●
• Write responses to literary or expository texts that demonstrate an understanding of the text (3)	●
• **Create brief compositions that:**	
(i) establish a central idea in a topic sentence;	●
(ii) include supporting sentences with simple facts, details, and explanations; and	●
(iii) contain a concluding statement (3–4)	●
• Write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing) (3–4)	
• Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding (4–6)	◉
• **Write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing)** (5)	
(i) present effective introductions and concluding paragraphs;	
(ii) guide and inform the reader's understanding of key ideas and evidence;	
(iii) include specific facts, details, and examples in an appropriately organized structure; and	
(iv) use a variety of sentence structures and transitions to link paragraphs (5–6)	
• Write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing) (6)	
• Produce a multimedia presentation involving text and graphics using available technology (6–7)	
• Write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate (7)	

Sharing and Publishing

- **Write a multi-paragraph essay to convey information about a topic that:**

    (i) presents effective introductions and concluding paragraphs;

    (ii) contains a clearly stated purpose or controlling idea.

    (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;

    (iv) accurately synthesizes ideas from several sources; and

    (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs (7–8)

- Write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context (7–8)

- Write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate (8)

- Produce a multimedia presentation involving text, graphics, images, and sound using available technology (8)

- **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) rhetorical devices, and transitions between paragraphs;

    (iv) an organizing structure appropriate to purpose, audience, and context; and

    (v) relevant information and valid inferences (Eng I)

- **Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:**

(i) organized and accurately conveyed information; and	●
(ii) reader-friendly formatting techniques (Eng I)	◉

- **Write an interpretative response to an expository or a literary text (e.g., essay or review) that:**

    (i) extends beyond a summary and literal analysis;

    (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and

    (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices (Eng I–II)

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Sharing and Publishing

- 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 (Eng I–II)

- **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; and

  (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement (Eng II)

- **Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:**

(i) organized and accurately conveyed information;	●
(ii) reader-friendly formatting techniques; and	◉
(iii) anticipation of readers' questions (Eng II)	◉

- **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; and

  (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources (Eng III)

- **Write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:**

  (i) a clearly stated purpose combined with a well-supported viewpoint on the topic;

  (ii) appropriate formatting structures (e.g., headings, graphics, white space);

  (iii) relevant questions that engage readers and consider their needs;

  (iv) accurate technical information in accessible language; and

  (v) appropriate organizational structures supported by facts and details (documented if appropriate) (Eng III)

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• Write an interpretation of an expository or a literary text that:	
(i) advances a clear thesis statement;	
(ii) advances a clear thesis statement;	
(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; and	
(v) anticipates and responds to readers' questions or contradictory information (Eng III)	
• 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 (Eng III)	
Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues (2.20; 3.21; 4.19; 5.19; 6.18; 7.18; 8.18; Eng I.16; Eng II.16; Eng III.16). Students are expected to:	
• Write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community (2)	●
• Write persuasive essays for appropriate audiences that establish a position and use supporting details (3–4)	●
• Write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives (5–6)	◉
• Write a persuasive essay to the appropriate audience that establishes a clear thesis or position (7–8)	●
• Write a persuasive essay to the appropriate audience that considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments (7–8)	◉
• Write a persuasive essay to the appropriate audience that includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion (7–8)	◉
• Write an argumentative essay to the appropriate audience that includes consideration of the whole range of information and views on the topic and accurate and honest representation of these views (Eng I)	
• Write an argumentative essay to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence (Eng I–II)	
• Write an argumentative essay to the appropriate audience that includes counter-arguments based on evidence to anticipate and address objections (Eng I–II)	
• Write an argumentative essay to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context (Eng I–II)	
• Write an argumentative essay to the appropriate audience that includes an analysis of the relative value of specific data, facts, and ideas (Eng I–II)	
• Write an argumentative essay to the appropriate audience that includes 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) (Eng II)	

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- Write an argumentative essay to the appropriate audience that includes a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations) (Eng II)

- Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes 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 (Eng III)

- Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes accurate and honest representation of divergent views (i.e., in the author's own words and not out of context) (Eng III)

- Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context (Eng III)

- Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes information on the complete range of relevant perspectives (Eng III)

- Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes demonstrated consideration of the validity and reliability of all primary and secondary sources used (Eng III)

- Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes 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) (Eng III)

Technology and Devices Skills. Students develop techniques for handling and controlling various devices, becoming increasingly confident and independent users of age-appropriate technologies (Pre- K.X.A).

Writing. Students write about their own experiences (3.19; 4.17; 5.17; 6.16; 7.16; 8.16). Students are expected to:

• Use software applications to create and express own ideas (Pre-K)	◉
• Write about important personal experiences (3–4)	●
• Write a personal narrative that conveys thoughts and feelings about an experience (5)	◉
• Write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences (6–7)	◉
• Write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences (8)	◉

Vocabulary Skills. Students develop concepts, acquire new words, and increasingly refine their understanding of words they already know (Pre-K.II.D).

Sentences and Structure Skills. Students use their knowledge of vocabulary, grammar, and sense of audience to convey meaning (Pre-K.II.E).

Concepts about Print Skills. Students become more proficient at conveying their thoughts and actions as they learn specific rules that govern how to record thoughts in writing (Pre-K.IV.D).

Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity (K.16 [with adult assistance]; 1.20; 2.21; 3.22; 4.20; 5.20; 6.19; 7.19; 8.19; Eng I.17; Eng II.17; Eng III.17). Students are expected to:

• Use a wide variety of words to label and describe people, places, things, and actions (Pre-K)	●
• Use category labels to understand how the words/objects relate to each other (Pre-K)	●

WRITING

Sharing and Publishing

• Use complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order (Pre-K)	●
• Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement (Pre-K)	◉
• Use sentences with more than one phrase (Pre-K)	●
• Combine more than one idea using complex sentences (Pre-K)	●
• Combine sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning (Pre-K)	●
• Use some appropriate writing conventions when writing or giving dictation (Pre-K)	●
• **Understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):**	
(i) past and future tenses when speaking;	●
(ii) nouns (singular/plural);	●
(iii) descriptive words;	●
(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and	◉
(v) pronouns (e.g., I, me) (K)	●
• Speak in complete sentences to communicate (K)	●
• Use complete simple sentences (K)	●
• **Understand and use the following parts of speech in the context of reading, writing, and speaking:**	
(i) verbs (past, present, and future);	●
(ii) nouns (singular/plural, common/proper);	●
(iii) adjectives (e.g., descriptive: green, tall);	●
(iv) adverbs (e.g., time: before, next);	●
(v) prepositions and prepositional phrases;	◉
(vi) pronouns (e.g., I, me); and	●
(vii) time-order transition words (1)	●
• Speak in complete sentences with correct subject-verb agreement (1)	●
• Ask questions with appropriate subject-verb inversion (1)	●

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• Understand and use the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (past, present, and future);	●
(ii) nouns (singular/plural, common/proper);	●
(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);	●
(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);	●
(v) prepositions and prepositional phrases;	◉
(vi) pronouns (e.g., he, him); and	●
(vii) time-order transition words (2)	●
• Use complete sentences with correct subject-verb agreement (2)	●
• Distinguish among declarative and interrogative sentences (2)	
• Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (past, present, and future);	●
(ii) nouns (singular/plural, common/proper);	●
(iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);	●
(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);	●
(v) prepositions and prepositional phrases;	◉
(vi) possessive pronouns (e.g., his, hers, theirs);	●
(vii) coordinating conjunctions (e.g., and, or, but); and	●
(viii) time-order transition words and transitions that indicate a conclusion (3)	◉
• Use the complete subject and the complete predicate in a sentence (3–5)	●
• Use complete simple and compound sentences with correct subject-verb agreement (3–6)	●

Sharing and Publishing

- **Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:**

(i) verbs (irregular verbs);	◉
(ii) nouns (singular/plural, common/proper);	●
(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);	◉
(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);	◉
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	◉
(vi) reflexive pronouns (e.g., myself, ourselves);	◉
(vii) correlative conjunctions (e.g., either/or, neither/nor); and	◉
(viii) use time-order transition words and transitions that indicate a conclusion (4)	◉

- **Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:**

  (i) verbs (irregular verbs and active voice);

  (ii) collective nouns (e.g., class, public);

  (iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);

  (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);

  (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;

  (vi) indefinite pronouns (e.g., all, both, nothing, anything);

  (vii) subordinating conjunctions (e.g., while, because, although, if); and

  (viii) transitional words (e.g., also, therefore) (5)

- **Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:**

  (i) verbs (irregular verbs and active and passive voice);

  (ii) non-count nouns (e.g., rice, paper);

  (iii) predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most);

  (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);

  (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;

  (vi) indefinite pronouns (e.g., all, both, nothing, anything);

  (vii) subordinating conjunctions (e.g., while, because, although, if);

  (viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to) (6)

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Sharing and Publishing

- Differentiate between the active and passive voice and know how to use them both (6)

- **Identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:**

    (i) verbs (perfect and progressive tenses) and participles;

    (ii) appositive phrases;

    (iii) adverbial and adjectival phrases and clauses;

    (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);

    (v) prepositions and prepositional phrases and their influence on subject-verb agreement;

    (vi) relative pronouns (e.g., whose, that, which);

    (vii) subordinating conjunctions (e.g., because, since); and ●

    (viii) transitions for sentence to sentence or paragraph to paragraph coherence (7)

- Write complex sentences and differentiate between main versus subordinate clauses (7–8)

- **Use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses (7–8):**

    (i) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

    (ii) verbs (perfect and progressive tenses) and participles;

    (iii) appositive phrases;

    (iv) adverbial and adjectival phrases and clauses;

    (v) relative pronouns (e.g., whose, that, which); and

    (vi) subordinating conjunctions (e.g., because, since) (8) ●

- **Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:**

    (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);

    (ii) restrictive and nonrestrictive relative clauses; and

    (iii) reciprocal pronouns (e.g., each other, one another) (Eng I–II)

- Identify and use the subjunctive mood to express doubts, wishes, and possibilities (Eng I–II)

- Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) (Eng I–Eng III)

- Use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases) (Eng III)

Forms Letters Skills. Students move through the stages from scribbles to convey meaning, to letter-like shapes, with perhaps some conventional letters (Pre-K.IV.C).

Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions (K.17; 1.21; 2.22; 3.23; 4.21; 5.21; 6.20; 7.20; Eng I.18; Eng II.18; Eng III.18).

Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity (8.20). Students are expected to:

Handwriting

• Write some letters on request (not necessarily well-formed) (Pre-K)	◉
• Write some letters on request (not necessarily well-formed) (Pre-K)	◉
• Form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to- right and top-to-bottom progression), including spacing between words and sentences (1)	◉
• Write legibly leaving appropriate margins for readability (2)	◉
• Write legibly in cursive script with spacing between words in a sentence (3)	
• Write legibly by selecting cursive script or manuscript printing as appropriate (4)	

Capitalization

• Capitalize the first letter in a sentence (K)	●
• **Recognize and use basic capitalization for:**	
(i) the beginning of sentences;	●
(ii) the pronoun "I"; and	●
(iii) names of people (1)	●
• **Use capitalization for:**	
(i) proper nouns;	●
(ii) months and days of the week; and	◉
(iii) the salutation and closing of a letter (2)	
• **Use capitalization for:**	
(i) geographical names and places;	◉
(ii) historical periods; and	◉
(iii) official titles of people (3)	◉

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WRITING

Capitalization

• Use capitalization for:	
(i) historical events and documents;	◉
(ii) titles of books, stories, and essays; and	◉
(iii) languages, races, and nationalities (4)	◉
• Use capitalization for:	
(i) abbreviations;	◉
(ii) initials and acronyms; and	◉
(iii) organizations (5–6)	◉
(iv) use conventions of capitalization (7–8, Eng I–II)	◉

Punctuation

• Use punctuation at the end of a sentence (K)	●
• Recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1)	◉
• Recognize and use punctuation marks, including:	
(i) ending punctuation in sentences;	●
(ii) apostrophes and contractions: and	◉
(iii) apostrophes and possessives (2)	◉
• Recognize and use punctuation marks including:	
(i) apostrophes in contractions and possessives; and	◉
(ii) commas in series and dates (3)	◉
• Recognize and use punctuation marks including:	
(i) commas in compound sentences; and	◉
(ii) quotation marks (4)	◉
• Recognize and use punctuation marks including:	
(i) commas in compound sentences; and	◉
(ii) proper punctuation and spacing for quotations (5)	◉

First Author Writing Curriculum: STAAR Alternate Alignment

Punctuation

• **Recognize and use punctuation marks including:**	
(i) commas in compound sentences;	◉
(ii) proper punctuation and spacing for quotations; and	◉
(iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements) (6)	
• **Recognize and use punctuation marks including:**	
(i) commas after introductory words, phrases, and clauses; and	
(ii) semicolons, colons, and hyphens (7)	
• **Use correct punctuation marks, including:**	
(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and	
(ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses (8)	
• **Use correct punctuation marks including:**	
(i) quotation marks to indicate sarcasm or irony;	
(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and	
(iii) dashes to emphasize parenthetical information (Eng I)	
• **Use correct punctuation marks including:**	
(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions;	
(ii) quotation marks to indicate sarcasm or irony; and	
(iii) dashes to emphasize parenthetical information (Eng II)	

Mechanics

• Use correct mechanics including paragraph indentations (3)	●
• Use proper mechanics including italics and underlining for titles and emphasis (5)	◉
• Use proper mechanics including italics and underlining for titles of books (6)	◉
• Correctly and consistently use conventions of punctuation and capitalization (Eng III)	◉

First Author Writing Curriculum: STAAR Alternate Alignment

Mechanics

Speech Production Skills. Students must learn to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language (Pre-K.II.C)

Independently Conveys Meaning Skills. Students engage in using print in ways to convey their meanings in different situations (Pre-K.IV.B).

Oral and Written Conventions/Spelling. Students spell correctly (K.18; 1.22; 2.23; 3.24; 4.22; 5.22; 6.21; 7.21; 8.21; Eng I.19, Eng II.19; Eng III.19). Students are expected to:

• Perceive differences between similar sounding words (Pre-K)	●
• Write own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters (Pre-K)	●
• Use phonological knowledge to match sounds to letters (K)	●
• Use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut") (K)	●
• Write one's own name (K)	◉
• Use phonological knowledge to match sounds to letters to construct known words (1)	●
• **Use letter-sound patterns to spell:**	
(i) consonant-vowel-consonant (CVC) words;	●
(ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and	◉
(iii) one-syllable words with consonant blends (e.g., "drop") (1)	●
• Spell base words with inflectional endings (e.g., adding "s" to make words plurals) (1)	◉
• Spell high-frequency words from a commonly used list (1–2)	◉
• Use resources to find correct spellings (1–2)	◉
• Use phonological knowledge to match sounds to letters to construct unknown words (2)	◉
• **Spell words with common orthographic patterns and rules:**	
(i) complex consonants (e.g., hard and soft c and g, ck);	◉
(ii) r-controlled vowels;	◉
(iii) long vowels (e.g., VCe-hope); and	◉
(iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy) (2)	◉
• Spell base words with inflectional endings (e.g., -ing and -ed) (2)	◉
• Spell simple contractions (e.g., isn't, aren't, can't) (2)	◉
• Use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell (3)	◉

Mechanics

- **Spell words with more advanced orthographic patterns and rules:** |

  (i) consonant doubling when adding an ending; | ⊙

  (ii) dropping final "e" when endings are added (e.g., -ing, -ed); | ⊙

  (iii) changing y to i before adding an ending; | ⊙

  (iv) double consonants in middle of words; | ⊙

  (v) complex consonants (e.g., scr-, -dge, -tch); and | ⊙

  (vi) abstract vowels (e.g., ou as in could, touch, through, bought) (3) | ⊙

- Spell high-frequency and compound words from a commonly used list (3) | ⊙

- Spell words with common syllable constructions (e.g., closed, open, final stable syllable) (3) | ⊙

- Spell single syllable homophones (e.g., bear/bare; week/weak; road/rode) (3) | ⊙

- Spell complex contractions (e.g., should've, won't) (3) | ⊙

- Use print and electronic resources to find and check correct spellings (3) | ⊙

- **Spell words with more advanced orthographic patterns and rules:** |

  (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es); | ⊙

  (ii) irregular plurals (e.g., man/men, foot/feet, child/children); | ⊙

  (iii) double consonants in middle of words; | ⊙

  (iv) other ways to spell sh (e.g., -sion, -tion, -cian); and | ⊙

  (v) silent letters (e.g., knee, wring) (4) | ⊙

- Spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-) (4) | ⊙

- Spell commonly used homophones (e.g., there, they're, their; two, too, to) (4) | ⊙

- Use spelling patterns and rules and print and electronic resources to determine and check correct spellings (4–6) | ⊙

- **Spell words with more advanced orthographic patterns and rules:** |

  (i) consonant changes (e.g.,/t/ to/sh/ in select, selection;/k/ to/sh/ in music, musician); | ⊙

  (ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and | ⊙

  (iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation) (5) | ⊙

First Author Writing Curriculum: STAAR Alternate Alignment

Mechanics

• **Spell words with:**	
(i) Greek Roots (e.g., tele, photo, graph, meter);	◉
(ii) Latin Roots (e.g., spec, scrib, rupt, port, ject, dict);	◉
(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and	◉
(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence) (5)	◉
• Differentiate between commonly confused terms (e.g., its, it's; affect, effect) (5–6)	◉
• Know how to use the spell-check function in word processing while understanding its limitations (5–6)	◉
• Spell correctly, including using various resources to determine and check correct spellings (7–8; Eng I–III)	◉

Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them (K.19 [with adult assistance]; 1.23 [with adult assistance]; 2.24; 3.25; 4.23; 5.23; 6.22; 7.22; 8.22; Eng I.20; Eng II.20; Eng III.20). Students are expected to:

• Ask questions about topics of class-wide interest (K)	●
• Decide what sources or people in the classroom, school, library, or home can answer questions about topics of class-wide interest (K)	●
• Generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics (1–2)	●
• Decide what sources of information might be relevant to answer open-ended questions about one or two topics of class-wide interest (1–2)	●
• Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic (3–4)	●
• Generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question (3–4)	●
• Brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic (5–6)	●
• Generate a research plan for gathering relevant information about the major research question (5–6)	●
• Apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches (7–8)	
• Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic (7–8; Eng I–III)	
• Formulate a plan for engaging in research on a complex, multi-faceted topic (Eng I–II)	
• Formulate a plan for engaging in in-depth research on a complex, multi-faceted topic (Eng III)	

Mechanics

Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather (K.20 [with adult assistance]; 1.24 [with adult assistance]; 2.25; 3.26; 4.24; 5.24; 6.23; 7.23; 8.23; Eng I.21; Eng II.21; Eng III.21). Students are expected to:

• Gather evidence from provided text sources (K)	●
• Use pictures in conjunction with writing when documenting research (K)	●
• Use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information (1)	◉
• Record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (1)	◉
• Gather evidence from available sources (natural and personal) as well as from interviews with local experts (1-2)	◉
• Use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information (2)	◉
• Record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (2)	◉
• Use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics) (3)	◉
• **Follow the research plan to collect information from multiple sources of information, both oral and written, including:**	
(i) student-initiated surveys, on-site inspections, and interviews;	◉
(ii) data from experts, reference texts, and online searches; and	◉
(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate (3–4)	◉
• Take simple notes and sort evidence into provided categories or an organizer (3–4)	◉
• Identify the author, title, publisher, and publication year of sources (3–4)	◉
• Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources (3-8)	◉
• Use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics) (4)	◉
• Follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts (5–6);	◉
• Differentiate between primary and secondary sources (5–6)	
• Record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes (5–6)	
• Identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format (5–6)	◉
• Follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies (7–8)	
• Categorize information thematically in order to see the larger constructs inherent in the information (7–8)	

Mechanics

- Record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format (7–8)

- Follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry (Eng I–II)

- Organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs) (Eng I–II)

- Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number) (Eng I–II)

- Follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source (Eng III)

- Systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences (Eng III)

- Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources (Eng III)

Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information (1.25 [with adult assistance]; 2.26; 3.27; 4.25; 5.25; 6.24; 7.24; 8.24; Eng I.22; Eng II.22; Eng III.22). Students are expected to:

- Revise the topic as a result of answers to initial research questions (1–2)	⊙
- Improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic) (3–4)	⊙
- Evaluate the relevance, validity, and reliability of sources for the research (5)	⊙
- Refine the major research question, if necessary, guided by the answers to a secondary set of questions (5–6)	
- Evaluate the relevance and reliability of sources for the research (6)	⊙
- Utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another (7)	
- Narrow or broaden the major research question, if necessary, based on further research and investigation (7–8)	
- Utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another (8)	
- Evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity (Eng I–II)	
- Modify the major research question as necessary to refocus the research plan (Eng I–III)	
- Critique the research process at each step to implement changes as the need occurs and is identified (Eng I–III)	
- Differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument (Eng III)	

Mechanics

Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience (1.26 [with adult assistance]; 2.27 [with adult assistance]; 3.28; 4.26, 5.26; 6.25; 7.25; 8.25; Eng I.23; Eng II.23; Eng III.23). Students are expected to:

• Create a visual display or dramatization to convey the results of the research (1–2)	◉
• Draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used (3–4)	◉
• Synthesize the research into a written or an oral presentation that compiles important information from multiple sources (5–6)	◉
• Synthesize the research into a written or an oral presentation that develops a topic sentence, summarizes findings, and uses evidence to support conclusions (5–6)	◉
• Synthesize the research into a written or an oral presentation that presents the findings in a consistent format (5–6)	◉
• Synthesize the research into a written or an oral presentation that uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited) (5–6)	◉
• Synthesize the research into a written or an oral presentation that draws conclusions and summarizes or paraphrases the findings in a systematic way (7–8)	◉
• Synthesize the research into a written or an oral presentation that marshals evidence to explain the topic and gives relevant reasons for conclusions (7–8)	
• Synthesize the research into a written or an oral presentation that presents the findings in a meaningful format (7–8)	◉
• Synthesize the research into a written or an oral presentation that follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas (7–8)	
• Synthesize the research into a written or oral presentation that marshals evidence in support of a clear thesis statement and related claims (Eng I–II)	
• Synthesize the research into a written or oral presentation that provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view (Eng I–II)	
• Synthesize the research into a written or oral presentation that uses graphics and illustrations to help explain concepts where appropriate (Eng I–II)	
• Synthesize the research into a written or oral presentation that uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research (Eng I–II)	
• Synthesize the research into a written or oral presentation that uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials (Eng I–II)	
• Synthesize the research into an extended written or oral presentation that provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information (Eng III)	
• Synthesize the research into an extended written or oral presentation that uses a variety of formats and rhetorical strategies to argue for the thesis (Eng III)	
• Synthesize the research into an extended written or oral presentation that develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments (Eng III)	
• Synthesize the research into an extended written or oral presentation that uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials (Eng III)	
• Synthesize the research into an extended written or oral presentation that is of sufficient length and complexity to address the topic (Eng III)	

Mechanics

Listening Comprehension Skills. Students comprehend with increasing accuracy what they hear in conversations and in stories read aloud (Pre-K.II.A).

Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity (K.21; 1.27; 2.28; 3.29; 4.27; 5.27). Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity (6.26; 7.26; 8.26; Eng I.24; Eng II.24; Eng III.24). Students are expected to:

• Show understanding by responding appropriately (Pre-K)	●
• Show understanding by following two-step oral directions and usually follow three- step directions (Pre-K)	●
• Show understanding of the new language being spoken by English-speaking teachers and peers (ELL) (Pre-K)	◉
• Listen attentively by facing speakers and asking questions to clarify information (K)	●
• Listen attentively by facing speakers and asking questions to clarify information (K)	●
• Follow oral directions that involve a short related sequence of actions (K)	●
• Listen attentively to speakers and ask relevant questions to clarify information (1–2)	●
• Follow, restate, and give oral instructions that involve a short related sequence of actions (1–2)	◉
• Listen attentively to speakers, ask relevant questions, and make pertinent comments (3–4)	●
• Follow, restate, and give oral instructions that involve a series of related sequences of action (3–4)	◉
• Listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective (5)	●
• Follow, restate, and give oral instructions that include multiple action steps (5)	◉
• Determine both main and supporting ideas in the speaker's message (5)	●
• Listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective (6)	●
• Follow and give oral instructions that include multiple action steps (6)	◉
• Paraphrase the major ideas and supporting evidence in formal and informal presentations (6)	◉
• Draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions) (7)	◉
• Listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims (7–8)	◉
• Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems (7–8)	
• Summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices (8)	
• Evaluate the effectiveness of a speaker's main and supporting ideas (Eng I)	
• Listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration (Eng I–II)	

First Author Writing Curriculum: STAAR Alternate Alignment

Mechanics

- Follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes (Eng I–II)

- Evaluate how the style and structure of a speech support or undermine its purpose or meaning (Eng II)

- Listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions (Eng III)

- Evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience (Eng III)

Speaking (Conversation) Skills. Students become increasingly able to describe wants and needs, carry on a conversation with others, and share information with both peers and adults (Pre-K.II.B).

Speech Production Skills. Students must learn to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language (Pre-K.II.C).

Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity (K.22; 1.28; 2.29; 3.30; 4.28; 5.28). Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity (6.27; 7.27; 8.27; Eng I.25; Eng II.25; Eng III.25). Students are expected to:

• Use language for different purposes (Pre-K)	●
• Engage in conversations in appropriate ways (Pre-K)	●
• Provide appropriate information for various situations (Pre-K)	●
• Demonstrate knowledge of verbal conversational rules (Pre-K)	●
• Demonstrate knowledge of nonverbal conversational rules (Pre-K)	●
• Match language to social contexts (Pre-K)	◉
• Investigate and demonstrate growing understanding of the sounds and intonation of the English language (ELL) (Pre-K)	◉
• Share information and ideas by speaking audibly and clearly using the conventions of language (K)	●
• Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language (1)	●
• Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language (2)	●
• Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively (3)	●
• Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively (4)	●
• Give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively (5)	
• Give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively (6)	
• Present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively (7)	●

First Author Writing Curriculum: STAAR Alternate Alignment

Mechanics

- Advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively (8)

- Give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively (Eng I)

- Advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively (Eng II)

- Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively (Eng III)

Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity (K.23; 1.29; 2.30; 3.31; 4.29; 5.29). Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity (6.28; 7.28; 8.28; Eng I.26; Eng II.26; Eng III.26). Students are expected to:

• Follow agreed-upon rules for discussion, including taking turns and speaking one at a time (K)	●
• Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions (1–2)	●
• Participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others (3–4)	●
• Participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement (5–6)	◉
• Participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues (7–8)	◉
• Participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making (Eng I–II)	
• Participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria (Eng III)	

Phonological Awareness at the Word Level

Phonological Awareness Skills. Students understand the sounds of spoken words (Pre-K.III.B). Alphabet Knowledge Skills. Students know how letters function in writing and how these letters connect to sounds (Pre-K.III.C).

Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness (K.2; 1.2).

Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English (K.3; 3.1). Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts (1.3; 2.2). Students are expected to:

• Separate a normally spoken four-word sentence into individual words (Pre-K)	
• Combine words to make a compound word (Pre-K)	◉
• Delete a word from a compound word (Pre-K)	◉
• Combine syllables into words (Pre-K)	◉
• Delete a syllable from a word (Pre-K)	◉

READING

Phonological Awareness at the Word Level

• Produce a word that rhymes with a given word (Pre-K)	
• Produce a word that begins with the same sound as a given pair of words (Pre-K)	
• Combine onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one- syllable word with pictorial support (Pre-K)	◉
• Combine onset and rime to form familiar one-syllable words without pictorial support (Pre-K)	◉
• Recognize and blend two phonemes into real words with pictorial support (Pre-K)	●
• Identify a sentence made up of a group of words (K)	●
• Identify syllables in spoken words (K)	◉
• Orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?") (K)	
• Distinguish orally presented rhyming pairs of words from non-rhyming pairs (K)	
• Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball") (K)	
• Blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat) (K)	◉
• Blend spoken phonemes to form one-syllable words (e.g.,/m/ …/a/ …/n/ says man) (K)	●
• Isolate the initial sound in one-syllable spoken words (K)	●
• Segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ …/o/ …/g/) (K)	●
• Orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr) (1)	
• Distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite) (1)	◉
• Recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g.,/b/l/o/w/ to/g/l/o/w/) (1)	
• Blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr) (1)	●
• Isolate initial, medial, and final sounds in one-syllable spoken words (1)	●
• Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/) (1)	●

Sound-Symbol Relationships

• Recognize at least 20 letter sounds (Pre-K)	◉
• Produce the correct sounds for at least 10 letters (Pre-K)	◉
• Identify the common sounds that letters represent (K)	●
• Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words) (K)	◉

First Author Writing Curriculum: STAAR Alternate Alignment

READING

Sound-Symbol Relationships

- Recognize that new words are created when letters are changed, added, or deleted (K) ◉

- **Decode words in context and in isolation by applying common letter-sound correspondences, including**:

    (i) single letters (consonants) including b, c = /k/, c = /s/, d, f, g = /g/ (hard), g = /j/ (soft), h, j, k, l, m, n, p, qu = /kw/, r, s = /s/, s = /z/, t, v, w, x = /ks/, y, and z;

    (ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y = long e, and y = long i;

    (iii) consonant blends (e.g., bl, st);

    (iv) consonant digraphs including ch, tch, sh, th = as in thing, wh, ng, ck, kn, -dge, and ph;

    (v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; and

    (vi) vowel diphthongs including oy, oi, ou, and ow (1)

- Combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words (1) ◉

- **Use common syllabication patterns to decode words, including**:

    (i) closed syllable (CVC) (e.g., mat, rab-bit);

    (ii) open syllable (CV) (e.g., he, ba-by);

    (iii) final stable syllable (e.g., ap-ple, a-ble);

    (iv) final stable syllable (e.g., ap-ple, a-ble);

    (v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and

    (vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or (1)

- Decode words with common spelling patterns (e.g., -ink, -onk, -ick) (1)

- Monitor accuracy of decoding (1–3)

- **Decode multisyllabic words in context and independent of context by applying common letter- sound correspondences including**:

    (i) single letters (consonants and vowels);

    (ii) consonant blends (e.g., thr, spl);

    (iii) consonant digraphs (e.g., ng, ck, ph); and

    (iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou) (2)

First Author Writing Curriculum: STAAR Alternate Alignment

Sound-Symbol Relationships

- **Use common syllabication patterns to decode words including**:

     (i) closed syllable (CVC) (e.g., pic-nic, mon-ster);

     (ii) open syllable (CV) (e.g., ti-ger);

     (iii) final stable syllable (e.g., sta-tion, tum-ble);

     (iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);

     (v) r-controlled vowels (e.g., per-fect, cor-ner); and

     (vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal) (2)

- Decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant) (2)

- **Decode multisyllabic words in context and independent of context by applying common spelling patterns including**:

     (i) dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);

     (ii) doubling final consonants when adding an ending (e.g., hop to hopping);

     (iii) changing the final "y" to "i" (e.g., baby to babies);

     (iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and

     (v) using knowledge of derivational affixes (e.g., -de, -ful, -able) (3)

- **Use common syllabication patterns to decode words including**:

     (i) closed syllable (CVC) (e.g., mag-net, splen-did);

     (ii) open syllable (CV) (e.g., ve-to);

     (iii) final stable syllable (e.g., puz-zle, con-trac-tion);

     (iv) r-controlled vowels (e.g., fer-ment, car-pool); and

     (v) vowel digraphs and diphthongs (e.g., ei-ther) (3)

- Decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought) (3)

Working with Words

- Identify and read at least 25 high-frequency words from a commonly used list (K)

- Read base words with inflectional endings (e.g., plurals, past tenses) (1)

- Use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream) (1)

- Identify and read contractions (e.g., isn't, can't) (1)

- Identify and read at least 100 high-frequency words from a commonly used list (1)

First Author Writing Curriculum: STAAR Alternate Alignment

Working with Words

- Read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful) (2)

- Identify and read abbreviations (e.g., Mr., Ave.) (2)

- Identify and read contractions (e.g., haven't, it's) (2)

- Identify and read at least 300 high-frequency words from a commonly used list (2)

- Identify and read contractions (e.g., I'd, won't) (3)

Motivation to Read Skills. Students are motivated to work toward learning to read and write (Pre- K.III.A).

Alphabet Knowledge Skills. Students know how letters function in writing and how these letters connect to sounds (Pre-K.III.C).

Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed (K.1; 1.1; 2.1). Students are expected to:

• Engage in pre-reading and reading-related activities (Pre-K)	●
• Use books and other written materials to engage in pre-reading behaviors (Pre-K)	●
• Ask to be read to or ask the meaning of written text (Pre-K)	◉
• Name at least 20 upper and at least 20 lower case letters (Pre-K)	◉
• Recognize that spoken words can be represented by print for communication (K)	●
• Demonstrate the one-to-one correspondence between a spoken word and a printed word in text (K)	●
• Recognize the difference between a letter and a printed word (K)	●
• Recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping) (K)	●
• Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right (K)	◉
• Identify different parts of a book (e.g., front and back covers, title page) (K)	◉
• Identify upper- and lower-case letters (K–1)	●
• Recognize that spoken words are represented in written English by specific sequences of letters (1)	●
• Sequence the letters of the alphabet (1)	
• Recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation) (1)	●
• Read texts by moving from top to bottom of the page and tracking words from left to right with return sweep (1)	●
• Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents) (1)	
• Distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks) (2)	●

Working with Words

Vocabulary Skills. Students develop concepts, acquire new words, and increasingly refine their understanding of words they already know (Pre-K.II.D).

Sentences and Structure Skills. Students use their knowledge of vocabulary, grammar, and sense of audience to convey meaning (Pre-K.II.E).

Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing (K.5). Students understand new vocabulary and use it when reading and writing (1.6; 2.5; 3.4; 4.2; 5.2; 6.2; 7.2; 8.2; Eng I.1; Eng II.1; Eng III.1). Students are expected to:

• Demonstrate understanding of terms used in the instructional language of the classroom (Pre-K)	●
• Demonstrate understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses (Pre-K)	◉
• Use a large speaking vocabulary, adding several new words daily (Pre-K)	◉
• Increase listening vocabulary and begin to develop vocabulary of object names and common phrases in English (ELL) (Pre-K)	●
• Use single words and simple phrases to communicate meaning in social situations (ELL) (Pre-K)	◉
• Attempt to use new vocabulary and grammar in speech (ELL) (Pre-K)	◉
• Identify and use words that name actions, directions, positions, sequences, and locations (K)	●
• Recognize that compound words are made up of shorter words (K)	◉
• Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures) (K)	●
• Use a picture dictionary to find words (K)	◉
• Identify words that name actions (verbs) and words that name persons, places, or things (nouns) (1)	●
• Determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime) (1)	◉
• Determine what words mean from how they are used in a sentence, either heard or read (1)	◉
• Identify and sort words into conceptual categories (e.g., opposites, living things) (1)	●
• Alphabetize a series of words to the first or second letter and use a dictionary to find words (1)	
• Use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow) (2)	◉
• Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words (2)	◉
• Identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning (2)	◉
• Alphabetize a series of words and use a dictionary or a glossary to find words (2)	
• 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)	◉
• Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs (3)	◉

Working with Words

- Identify and use antonyms, synonyms, homographs, and homophones (3) ⊙

- Identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles) (3)

- Alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words (3)

- 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) ⊙

- Complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male: or girl:woman as boy:) (4)

- Identify the meaning of common idioms (4) ⊙

- Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words (4) ⊙

- Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes (4–8) ⊙

- Use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words (5) ⊙

- Produce analogies with known antonyms and synonyms (5)

- Identify and explain the meaning of common idioms, adages, and other sayings (5)

- 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 (5–8)

- 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)

- Complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: or pen:ink as book:) (6)

- Explain the meaning of foreign words and phrases commonly used in written English (e.g., *RSVP*, *que sera sera*) (6)

- Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words (7)

- Complete analogies that describe part to whole or whole to part (7)

- Identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., *habeus corpus*, *e pluribus unum*, *bona fide*, *nemesis*) (7)

- 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)

- Complete analogies that describe a function or its description (e.g., pen:paper as chalk: or soft:kitten as hard:) (8)

- Identify common words or word parts from other languages that are used in written English (e.g., *phenomenon*, *charisma*, *chorus*, *passé*, *flora*, *fauna*) (8)

- Produce analogies that describe a function of an object or its description (Eng I)

- Describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., *caveat emptor*, *carte blanche*, *tete a tete*, *pas de deux*, *bon appetit*, *quid pro quo*) (Eng I)

Working with Words

- Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words (Eng I–II)

- 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 (Eng I–II)

- Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes (Eng I–III)

- Show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., *glasnost*, *avant-garde*, *coup d'état*) (Eng II)

- Infer word meaning through the identification and analysis of analogies and other word relationships (Eng II–III)

- Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings (Eng III)

- Recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words (Eng III)

- Use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed (Eng III)