



English I Assessment

Eligible Texas Essential Knowledge and Skills

Key Updates to the Texas Assessed Curriculum Documents

The following revisions to the STAAR Assessed Curriculum were made to support the annual assessment of all readiness standards through the Student Success Tool (SST). Texas educator committees reviewed and provided feedback on the proposed revisions.

All standards affected by these revisions will continue to be assessed. However, standards designated as supporting standards will not be assessed annually. These revisions are scheduled to take effect with the implementation of the SST in Fall 2027.

Reporting Strand	Student Expectation	Change
1. Reading	2.B	Changed from Readiness to Supporting
	6.B	Changed from Readiness to Supporting
	8.A	Changed from Readiness to Supporting
	8.D	Changed from Readiness to Supporting
	8.F	Changed from Readiness to Supporting
	5.B	Removed the Readiness label
	10.B	Removed the Readiness label
	10.C	Removed the Readiness label
	10.D	Removed the Supporting label

SST English I

Assessment

Genres Assessed in Reading:

- Fiction
- Literary Nonfiction
- Poetry
- Drama
- Informational
- Argumentative
- Persuasive

Reporting Strand 1: Reading

The student will understand and analyze a variety of texts from various genres.

- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.** The student uses newly acquired vocabulary expressively. The student is expected to:
- (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary; **Supporting Standard**
 - (B) analyze context to distinguish between the denotative and connotative meanings of words; **Supporting Standard**
 - (C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo. **Supporting Standard**
- (4) **Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures; **Supporting Standard**

- (E) make connections to personal experiences, ideas in other texts, and society; **Supporting Standard**
 - (F) make inferences and use evidence to support understanding; **Readiness Standard**
 - (G) evaluate details read to determine key ideas; **Readiness Standard**
 - (H) synthesize information from two texts to create new understanding; **Readiness Standard**
- (5) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (C) use text evidence and original commentary to support a comprehensive response; **Readiness Standard**
 - (D) paraphrase and summarize texts in ways that maintain meaning and logical order; **Readiness Standard**
- (6) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) analyze how themes are developed through characterization and plot in a variety of literary texts; **Supporting Standard**
 - (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils; **Supporting Standard**
 - (C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; **Readiness Standard**
 - (D) analyze how the setting influences the theme. **Supporting Standard**
- (7) **Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) read and respond to American, British, and world literature;
Supporting Standard
 - (B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms; **Supporting Standard**
 - (C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire; **Supporting Standard**
 - (D) analyze characteristics and structural elements of informational texts such as:
 - (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; **Readiness Standard**
 - (ii) multiple organizational patterns within a text to develop the thesis; **Supporting Standard**
 - (E) analyze characteristics and structural elements of argumentative texts such as:
 - (i) clear arguable claim, appeals, and convincing conclusion; **Readiness Standard**
 - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and **Readiness Standard**
 - (iii) identifiable audience or reader; **Supporting Standard**
- (8) **Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) analyze the author's purpose, audience, and message within a text; **Supporting Standard**
 - (B) analyze use of text structure to achieve the author's purpose; **Supporting Standard**
 - (C) evaluate the author's use of print and graphic features to achieve specific purposes; **Supporting Standard**
 - (D) analyze how the author's use of language achieves specific purposes; **Supporting Standard**

- (E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes; ***Supporting Standard***
- (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; ***Supporting Standard***
- (G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments. ***Supporting Standard***

Genres Assessed in Revising and Editing:

- Fiction
- Literary Nonfiction
- Correspondence
- Informational
- Argumentative
- Persuasive

Reporting Strand 2: Writing Revising and Editing

The student will revise and edit a variety of texts from various genres.

- (9) **Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.** The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
- (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
 - (i) using an organizing structure appropriate to purpose, audience, topic, and context; **Readiness Standard**
 - (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; **Readiness Standard**
 - (C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses; **Readiness Standard**
 - (D) edit drafts using standard English conventions, including: **Supporting Standard**
 - (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments; **Readiness Standard**
 - (ii) consistent, appropriate use of verb tense and active and passive voice; **Supporting Standard**
 - (iii) pronoun-antecedent agreement; **Supporting Standard**
 - (iv) correct capitalization; **Supporting Standard**

- (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; **Supporting Standard**
- (vi) correct spelling; **Supporting Standard**

Extended Constructed Response Standards

The student will compose a variety of written texts with a clear: central idea or claim; coherent organization; sufficient development; supporting evidence; and effective use of language and conventions.

- (5) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
 - (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;
- (10) **Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
 - (B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;
 - (C) compose argumentative texts using genre characteristics and craft;
 - (D) compose correspondence in a professional or friendly structure.