

Literacy Routines (embedded in Read Aloud, Word Study, Core Reading, Independent Reading, and Writing)

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking

E1.1 Oral language. The student develops oral language through listening, speaking, and discussion.

Application	Instructional Focus
<i>E1.1 communicate ideas effectively through speaking and discussion</i>	<p>E1.1(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes</p> <p>E1.1(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes</p> <p>E1.1(C) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively</p> <p>E1.1(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making</p>

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

E1.2 Vocabulary. The student uses newly acquired vocabulary expressively.

Application	Instructional Focus
<i>E1.2 use skills to support strategies for determining the meaning of unknown words while reading</i>	<p>E1.2(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 (S)</p> <p>E1.2(B) analyze context to distinguish between the denotative and connotative meanings of words (R)</p> <p>E1.2(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 (S)</p>

Core Reading

Tools to Know ⓘ

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

E1.2 Vocabulary. The student uses newly acquired vocabulary expressively.

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts

E1.4 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Reading Process: Thinking Within the Text

Comprehension: Thinking with the Text

E1.4(A) establish purpose for reading assigned and self-selected texts	E1.2(B) analyze context to distinguish between the denotative and connotative meanings of words (R)	E1.4(B) generate questions about text before, during, and after reading to deepen understanding and gain information	E1.4(C) make and correct or confirm predictions using text features, characteristics of genre, and structures (S) [Literary]	E1.4(D) create mental images to deepen understanding	E1.4(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down	E1.4(E) make connections to personal experiences, ideas in other texts, and society (S)	E1.4(F) make inferences and use evidence to support understanding (R)	E1.4(G) evaluate details read to determine key ideas (R)	E1.4(H) synthesize information from two texts to create new understanding (R)
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Ways to Show: Thinking About the Meaning

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

E1.6 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

E1.7 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

E1.8 Author's purpose.

Application	Instructional Focus	Fiction* ⓘ	Poetry	Drama	Informational ⓘ	Argumentative	Multimodal/Digital
E1.6/E1.7/E1.8 comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how they contribute to the overall meaning	Genre Characteristics	E1.7(A) read and respond to American, British, and world literature (S)	<i>stanza, poet, rhyme scheme, figurative language</i>	<i>character tags, scene, stage directions</i>	E1.7(D) analyze characteristics and structural elements of informational texts	E1.7(E) analyze characteristics and structural elements of argumentative texts	E1.7(F) analyze characteristics of multimodal and digital texts
		E1.7(A) read and respond to American, British, and world literature (S)	E1.7(A) read and respond to American, British, and world literature (S)	E1.7(A) read and respond to American, British, and world literature (S)			
	Overall Meaning	E1.8(A) analyze the author's purpose, audience, and message within a text (R)	E1.8(A) analyze the author's purpose, audience, and message within a text (R)	E1.8(A) analyze the author's purpose, audience, and message within a text (R)	E1.8(A) analyze the author's purpose, audience, and message within a text (R)	E1.8(A) analyze the author's purpose, audience, and message within a text (R)	E1.8(A) analyze the author's purpose, audience, and message within a text
		analyze theme	analyze theme	analyze theme	E1.7(D) (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion (R)	E1.7(E) (i) clear arguable claim, appeals, and convincing conclusion (R) E1.7(E) (iii) identifiable audience or reader (S)	
	Analysis for Deeper Meaning	E1.6(A) analyze how themes are developed through characterization and plot in a variety of literary texts (S)	E1.6(A) analyze how themes are developed through characterization and plot in a variety of literary texts (S)	E1.6(A) analyze how themes are developed through characterization and plot in a variety of literary texts (S)	E1.7(D) (ii) multiple organizational patterns within a text to develop the thesis (S)	E1.7(E) (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals (R)	(refer to the genre)
		E1.6(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils (R)	E1.6(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils (R)	E1.6(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils (R)			
		E1.6(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development (R)	E1.6(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development (R)	E1.6(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development (R)			
		E1.6(D) analyze how the setting influences the theme (S)	E1.6(D) analyze how the setting influences the theme (S)	E1.6(D) analyze how the setting influences the theme (S)	E1.7(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire (S)		

* Literary nonfiction selections may appear on a STAAR assessment, but genre-specific knowledge will not be assessed.

Author's Craft: Thinking About the Writing

E1.8 Author's purpose and craft. 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.

Application	Instructional Focus	Fiction*	Poetry	Drama	Informational	Argumentative	Multimodal/Digital
<i>E1.8 analyze the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking</i>	Point of View	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>	<i>first person, third person, omniscient, limited, subjective, objective</i>			<i>first person, third person, omniscient, limited, subjective, objective</i>
	Structure	E1.8(B) analyze use of text structure to achieve the author's purpose (S)	E1.8(B) analyze use of text structure to achieve the author's purpose (S)	E1.8(B) analyze use of text structure to achieve the author's purpose (S)	E1.8(B) analyze use of text structure to achieve the author's purpose (S)	E1.8(B) analyze use of text structure to achieve the author's purpose (S)	E1.8(B) analyze use of text structure to achieve the author's purpose
		E1.8(C) evaluate the author's use of print and graphic features to achieve specific purposes (S)	E1.8(C) evaluate the author's use of print and graphic features to achieve specific purposes (S)	E1.8(C) evaluate the author's use of print and graphic features to achieve specific purposes (S)	E1.8(C) evaluate the author's use of print and graphic features to achieve specific purposes (S)	E1.8(C) evaluate the author's use of print and graphic features to achieve specific purposes (S)	E1.8(C) evaluate the author's use of print and graphic features to achieve specific purposes
	Language	E1.8(D) analyze how the author's use of language achieves specific purposes (R)	E1.8(D) analyze how the author's use of language achieves specific purposes (R)	E1.8(D) analyze how the author's use of language achieves specific purposes (R)	E1.8(D) analyze how the author's use of language achieves specific purposes (R)	E1.8(D) analyze how the author's use of language achieves specific purposes (R)	E1.8(D) analyze how the author's use of language achieves specific purposes
		E1.8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes (S)	E1.8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes (S)	E1.8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes (S)	E1.8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes (S)	E1.8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes (S)	E1.8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes
		E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text (R)	E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text (R)	E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text (R)	E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text (R)	E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text (R)	E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text
					E1.8(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 (S)	E1.8(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 (S)	E1.8(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

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Independent Reading

E1.3 Self-sustained reading. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

E1.3(A) self-select text and read independently for a sustained period of time

Responding to Text (applied to both Reading and Writing)

E1.5 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.

Ways to Show (Response Skills)

E1.5(A) describe personal connections to a variety of sources, including self-selected texts	E1.5(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres (R)	E1.5(C) use text evidence and original commentary to support a comprehensive response (R)	E1.5(D) paraphrase and summarize texts in ways that maintain meaning and logical order (R)	E1.5(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	E1.5(F) respond using acquired content and academic vocabulary as appropriate	E1.5(G) discuss and write about the explicit or implicit meanings of text	E1.5(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	E1.5(I) reflect on and adjust responses when valid evidence warrants	E1.5(J) defend or challenge the authors' claims using relevant text evidence
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Writing	
Composition: listening, speaking, reading, writing, and thinking using multiple texts E1.9 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. E1.10 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.	
Application	Tools to Know (Writing Process) ⓘ
E1.10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	E1.9(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing
E1.10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft (R)	E1.9(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 (R) (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary (R)
E1.10(C) compose argumentative texts using genre characteristics and craft (R)	E1.9(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 (R)
E1.10(D) compose correspondence in a professional or friendly structure (S)	E1.9(D) edit drafts using standard English conventions, including: (S) (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments (R) (ii) consistent, appropriate use of verb tense and active and passive voice (S) (iii) pronoun-antecedent agreement (S) (iv) correct capitalization (S) (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate (S) (vi) correct spelling (S)
	E1.9(E) publish written work for appropriate audiences

Research (embedded skills throughout Reading and Writing)	
E1.11 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	
Application	Instructional Focus
E1.11 <i>use research skills to plan and present in written, oral, or multimodal formats</i>	E1.11(A) develop questions for formal and informal inquiry E1.11(B) critique the research process at each step to implement changes as needs occur and are identified E1.11(C) develop and revise a plan E1.11(D) modify the major research question as necessary to refocus the research plan E1.11(E) locate relevant sources E1.11(F) synthesize information from a variety of sources E1.11(G) examine sources for: (i) credibility and bias, including omission (ii) faulty reasoning such as ad hominem, loaded language, and slippery slope E1.11(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism E1.11(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results