

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	
E2.1 Oral language. The student develops oral language through listening, speaking, and discussion.	
Application	Instructional Focus
<i>E2.1 communicate ideas effectively through speaking and discussion</i>	E2.1(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes E2.1(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes E2.1(C) give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively E2.1(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

Word Study	
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking	
E2.2 Vocabulary. The student uses newly acquired vocabulary expressively.	
Application	Instructional Focus
<i>E2.2 use skills to support strategies for determining the meaning of unknown words while reading</i>	E2.2(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) E2.2(B) analyze context to distinguish among denotative, connotative, and figurative meanings of words (R) E2.2(C) determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état (S)

Core Reading									
Tools to Know ⓘ									
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking									
E2.2 Vocabulary. The student uses newly acquired vocabulary expressively.									
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts									
E2.4 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			
E2.4(A) establish purpose for reading assigned and self-selected texts	E2.2(B) analyze context to distinguish among denotative, connotative, and figurative meanings of words (R)	E2.4(B) generate questions about text before, during, and after reading to deepen understanding and gain information	E2.4(C) make and correct or confirm predictions using text features, characteristics of genre, and structures (S) [Literary]	E2.4(D) create mental images to deepen understanding	E2.4(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down	E2.4(E) make connections to personal experiences, ideas in other texts, and society (S)	E2.4(F) make inferences and use evidence to support understanding (R)	E2.4(G) evaluate details read to determine key ideas (R)	E2.4(H) synthesize information from multiple texts to create new understanding (R)

Ways to Show: Thinking About the Meaning							
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts							
E2.6 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.							
E2.7 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.							
E2.8 Author's purpose.							
Application	Instructional Focus	Fiction* ⓘ	Poetry	Drama	Informational ⓘ	Argumentative	Multimodal/Digital
<i>E2.6/E2.7/E2.8 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</i>	Genre Characteristics	E2.7(A) read and analyze world literature across literary periods (S)	<i>stanza, poet, rhyme scheme, figurative language</i>	<i>character tags, scene, stage directions</i>	E2.7(D) analyze characteristics and structural elements of informational texts	E2.7(E) analyze characteristics and structural elements of argumentative texts	E2.7(F) analyze characteristics of multimodal and digital texts
	Overall Meaning	E2.8(A) analyze the author's purpose, audience, and message within a text (R)	E2.8(A) analyze the author's purpose, audience, and message within a text (R)	E2.8(A) analyze the author's purpose, audience, and message within a text (R)	E2.8(A) analyze the author's purpose, audience, and message within a text (R)	E2.8(A) analyze the author's purpose, audience, and message within a text (R)	E2.8(A) analyze the author's purpose, audience, and message within a text
		<i>analyze theme</i>	<i>analyze theme</i>	<i>analyze theme</i>	E2.7(D) (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion (R)	E2.7(E) (i) clear arguable claim, appeals, and convincing conclusion (R)	(refer to the genre)
	Analysis for Deeper Meaning	E2.6(A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures (S)	E2.6(A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures (S)	E2.6(A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures (S)	E2.7(D) (ii) the relationship between organizational design and thesis (S)	E2.7(E) (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals (R)	
		E2.6(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events (R)	E2.6(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events (R)	E2.6(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events (R)			
		E2.6(C) analyze isolated scenes and their contribution to the success of the plot as a whole (R)	E2.6(C) analyze isolated scenes and their contribution to the success of the plot as a whole (R)	E2.6(C) analyze isolated scenes and their contribution to the success of the plot as a whole (R)			

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

Author's Craft: Thinking About the Writing

E2.8 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
E2.8 <i>analyze the author's 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	E2.8(B) analyze use of text structure to achieve the author's purpose (S)	E2.8(B) analyze use of text structure to achieve the author's purpose (S)	E2.8(B) analyze use of text structure to achieve the author's purpose (S)	E2.8(B) analyze use of text structure to achieve the author's purpose (S)	E2.8(B) analyze use of text structure to achieve the author's purpose (S)	E2.8(B) analyze use of text structure to achieve the author's purpose
		E2.8(C) evaluate the author's use of print and graphic features to achieve specific purposes (S)	E2.8(C) evaluate the author's use of print and graphic features to achieve specific purposes (S)	E2.8(C) evaluate the author's use of print and graphic features to achieve specific purposes (S)	E2.8(C) evaluate the author's use of print and graphic features to achieve specific purposes (S)	E2.8(C) evaluate the author's use of print and graphic features to achieve specific purposes (S)	E2.8(C) evaluate the author's use of print and graphic features to achieve specific purposes
	Language	E2.8(D) analyze how the author's use of language informs and shapes the perception of readers (R)	E2.8(D) analyze how the author's use of language informs and shapes the perception of readers (R)	E2.8(D) analyze how the author's use of language informs and shapes the perception of readers (R)	E2.8(D) analyze how the author's use of language informs and shapes the perception of readers (R)	E2.8(D) analyze how the author's use of language informs and shapes the perception of readers (R)	E2.8(D) analyze how the author's use of language informs and shapes the perception of readers
		E2.8(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes (S)	E2.8(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes (S)	E2.8(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes (S)	E2.8(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes (S)	E2.8(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes (S)	E2.8(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes
		E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text (R)	E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text (R)	E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text (R)	E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text (R)	E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text (R)	E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text
					E2.8(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies (S)	E2.8(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies (S)	E2.8(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies

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Independent Reading

E2.3 Self-sustained reading. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

E2.3(A) self-select text and read independently for a sustained period of time

Responding to Text (applied to both Reading and Writing)

E2.5 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)

E2.5(A) describe personal connections to a variety of sources, including self-selected texts	E2.5(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres (R)	E2.5(C) use text evidence and original commentary to support an interpretive response (R)	E2.5(D) paraphrase and summarize texts in ways that maintain meaning and logical order (R)	E2.5(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	E2.5(F) respond using acquired content and academic vocabulary as appropriate	E2.5(G) discuss and write about the explicit or implicit meanings of text	E2.5(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	E2.5(I) reflect on and adjust responses when valid evidence warrants	E2.5(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

E2.9 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

E2.10 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Tools to Know (Writing Process) ⓘ
E2.10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	E2.9(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
E2.10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft (R)	E2.9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: <ul style="list-style-type: none"> (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)
E2.10(C) compose argumentative texts using genre characteristics and craft (R)	E2.9(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)
E2.10(D) compose correspondence in a professional or friendly structure (S)	E2.9(D) edit drafts using standard English conventions, including: (S) <ul style="list-style-type: none"> (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, dashes, and parentheses to set off phrases and clauses as appropriate (S) (vi) correct spelling (S)
	E2.9(E) publish written work for appropriate audiences

Research (embedded skills throughout Reading and Writing)

E2.11 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
E2.11 <i>use research skills to plan and present in written, oral, or multimodal formats</i>	E2.11(A) develop questions for formal and informal inquiry E2.11(B) critique the research process at each step to implement changes as needs occur and are identified E2.11(C) develop and revise a plan E2.11(D) modify the major research question as necessary to refocus the research plan E2.11(E) locate relevant sources E2.11(F) synthesize information from a variety of sources E2.11(G) examine sources for: <ul style="list-style-type: none"> (i) credibility and bias, including omission (ii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or E2.11(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism E2.11(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results