EOC English I & II

STAAR GUIDE
to Success

Everything you need to know about
STAAR
All at your fingertips!

- STAAR Rigor and Depth of Knowledge (DOK)
- Assessed Standards with DOK Levels
- DOK Question Stems, Sentence Frames, Activities, etc.
- DOK and Bloom's Taxonomy Alignment
- English Language Proficiency Standards
- Information on All STAAR Assessment Versions
- ELL Accommodations for Each Assessment
- ***And Much More!***

EL SABER
ENTERPRISES

STAAR's Increased Rigor

FOCUS

DESIGN ATTRIBUTES

- A distinction has been made between "readiness" and "supporting" standards from the TEKS content standards eligible for assessment.
- A set of readiness standards has been identified for each subject and grade or course drawn from the TEKS content standards eligible for assessment.
- Readiness standards will be emphasized annually in the STAAR assessments.

READINESS STANDARDS

- They are essential for success in the current grade or course.
- They are important for preparedness for the next grade or course.
- They support college and career readiness.
- They necessitate in-depth instruction.
- They address broad and deep ideas.

SUPPORTING STANDARDS

- Although introduced in the current grade or course, they may be emphasized in a subsequent year.
- Although reinforced in the current grade or course, they may be emphasized in a previous year.
- They play a role in preparing students for the next grade or course but not a central role.
- They address more narrowly defined ideas.

CLARITY

DESIGN ATTRIBUTES

- Assessments focus is on readiness standards and course-specific content standards.
- The majority of the assessments will test content studied that year.
- In reading, greater emphasis will be given to critical analysis than literal understanding.

DEPTH

DESIGN ATTRIBUTES

- Includes a greater number of items that have a higher cognitive complexity level.
- Items will more closely match the cognitive complexity level evident in the TEKS.
- In writing, students will be required to write two essays rather than one. The writing prompts will support analytical, persuasive, and expository writing in addition to literary writing.
- In social studies, science, and mathematics, process skills will be assessed in context, not in isolation, which will allow for a more integrated and authentic assessment of these content areas.
- In science and mathematics, the number of open-ended (griddable) items will increase to allow students more opportunity to derive an answer independently.

Adapted from Texas Education Agency

English I Readiness and Supporting Standards

Readiness Standards

Supporting Standards

Reporting Category 1: Understanding and Analysis Across Genres. Student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

1.B	analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; **DOK 2**	1.A	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; **DOK 2**
1.E	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; **DOK 1**	1.D	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); **DOK 2**
Fig.19D	make complex inferences about text and use textual evidence to support understanding. **DOK 3**	2.A	analyze how the genre of texts with similar themes shapes meaning; **DOK 3**
		9.D	synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. **DOK 3**

Reporting Category 2: Understanding and Analysis of Literary Texts. Student will demonstrate an ability to understand and analyze literary texts.

5.B	analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils; **DOK 3**	2.B	analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; **DOK 3**
Fig.19B	make complex inferences about text and use textual evidence to support understanding. (Fiction) **DOK 3**	2.C	relate the figurative language of a literary work to its historical and cultural setting. **DOK 2**
		3.A	analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry. **DOK 2**
		4.A	explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text. **DOK 2**
		5.A	analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development; **DOK 2**
		5.C	analyze the way in which a work of fiction is shaped by the narrator's point of view. **DOK 3**
		6.A	analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event. **DOK 2**
		7.A	explain the role of irony, sarcasm, and paradox in literary works. **DOK 2**
		12.A	compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts; **DOK 2**
		12.D	evaluate changes in formality and tone within the same medium for specific audiences and purposes. **DOK 2**
		Fig.19B	make complex inferences about text and use textual evidence to support understanding. (Literary Nonfiction, Poetry, Drama) **DOK 3**

Reporting Category 3: Understanding and Analysis of Informational Texts. Student will demonstrate an ability to understand and analyze informational texts.

8.A	explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose. **DOK 2**	9.B	differentiate between opinions that are substantiated and unsubstantiated in the text; **DOK 2**
9.A	summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion; **DOK 2**	10.A	analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; **DOK 2**
9.C	make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns. **DOK 3**	10.B	analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions. **DOK 2**

Depth of Knowledge (DOK) Level 1

Level 1 tasks involve comprehension and application at a surface level which do not require any further mental manipulation or processing of the information beyond recall or reproduction. There is little transformation or extended processing of the target knowledge required. Evaluation at this level would require recall or recognition of a fact, information, concept, or procedure.

Key Characteristics
- Basic recall of facts, vocabulary, and attributes of objects
- Application of simple procedures or formulas
- Common tasks include listing, identifying, and defining

Student Roles

Memorizes	Interprets	Responds
Describes	Restates	Demonstrates
Explains	Remembers	Recognizes

Question Stems for Teachers

- Can you recall _____?
- When did _____ happen?
- Who was _____?
- How can you recognize _____?
- What is_____?
- How can you find the meaning of_____?
- How would you write _____?
- What might you include on a list about_____?
- Can you identify_____?
- How would you describe_____?

Sentence Frames for Students

- _____ is when _____.
- _____ happened be_____ _____.
- _____ was the person/character that _____.
- I recognize _____ by looking at/thinking about _____.
- _____ means _____.
- I can find the meaning of _____ by _____.
- I would write _____ like this _____.
- I would include _____ because _____.
- _____ has _____ and _____.
- _____ looks/feels/smells/sounds/tastes like _____.

Possible Products

Quiz	Example	Definition
Podcast	Commenting	Collection
Wiki	Explanation	Label
Fact Highlights	Show and Tell	Categorize

Activities Across Bloom's Taxonomy

Reading

Remember	Recite a fact related to . . .
Understand	Paraphrase a chapter in the book.
Apply	Prepare a flow chart that illustrates the sequence of events.
Analyze	Identify missing points in outline.
Evaluate	Recommend a book and justify recommendation.
Create	Modify the ending of the story.

Math

Remember	Recognize a property.
Understand	Outline main points.
Apply	Use basic calculation tasks to solve one step problems.
Analyze	Identify missing points in formula.
Evaluate	Justify process of using formula.
Create	Make a chart showing how to solve a given problem.

Science

Remember	Recall scientific steps in a process.
Understand	Illustrate a relationship between . . .
Apply	Follow simple instructions to complete a lab.
Analyze	Retrieve information from an illustration or chart.
Evaluate	Review peer description of topic for accuracy.
Create	Brainstorm ideas related to . . .

The Depth of Knowledge levels along with its principal components have been adapted from Dr. Norman Webb's research and work.

English I

RC1- UNDERSTANDING AND ANALYSIS ACROSS GENRES

English	Spanish
academic word	palabra académica
affix	afijo
analysis ☆	análisis
analyze ✪☆	analizar
author's message	mensaje del autor
confirm ☆	confirmar
connotation ☆	connotación
connotative ☆	connotativo
contemporary context ☆	contexto contemporáneo
content area ☆	área de contenido
cultural context ☆	contexto cultural
demonstrate ☆	demostrar
denotation ☆	denotación
denotative ☆	denotativo
derived ☆	derivado
describe ☆	describir
detail ☆	detalle
determine ☆	determinar
development	desarrollo
dictionary ☆	diccionario
different ☆	diferente
distinguish ☆	distinguir
draw conclusions	sacar conclusiones
etymology ☆	etimología
expository text ☆	texto expositivo
foreign word	palabra extranjera
genre ☆	género
glossary ☆	glosario
grade level	nivel de grado
Greek root	raíz griega
historical context ☆	contexto histórico
idea ☆	idea
inference ☆	inferencia
informational text ☆	texto informativo
Latin root	raíz latina
linguistic root	raíz lingüística
literary text ☆	texto literario
logical connection ☆	conexión lógica
make inferences ✪	inferir/hacer inferencias
meaning ✪	significado
metacognitive reading skills	habilidades de lectura metacognitiva
multiple ★☆	múltiple
origin ☆	origen
phrase ☆	frase
provide evidence ☆	proporcionar evidencia
range ★☆	rango
reading genre	lectura de género
reflect ☆	reflejar
support ✪	apoyar
synthesize ☆	sintetizar
text ✪★☆	texto
textual context ☆	contexto textual
textual evidence ☆	evidencia textual
theme ☆	tema
thesaurus ☆	diccionario de sinónimos
topic ☆	tema
understanding ✪	entendimiento
use ✪★☆	usar/utilizar
viewpoint	punto de vista
vocabulary ☆	vocabulario
written text	texto escrito

RC2- UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS

English	Spanish
20th century	siglo 20
21st century	siglo 21
analysis ☆	análisis
analyze ✪☆	analizar
audience ☆	audiencia
author's message	mensaje de autor
character foils	contrapunto del personaje
character	personaje
classical literature ☆	literatura clásica
communicate ☆	comunicar
compare ☆	comparar
compare and contrast ☆	comparar y contrastar
complex ★☆	complejo
comprehension skills	habilidades de comprensión
contemporary context ☆	contexto contemporáneo
cultural context ☆	contexto cultural
cultural setting	escenario cultural
demonstrate ☆	demostrar
describe ☆	describir
development ✪☆	desarrollo
diction ☆	dicción