

English II STAAR Standards-Based Questions

Standards-Based, Reusable Questions Aligned to Assessed TEKS

How to Use This Document

These questions are designed to:

- Be posted in your classroom and returned to all year
- Work across any text in the appropriate genre
- Require the exact cognitive work of the standard
- Never name the skill being tested
- Grow with students through teacher modeling and scaffolding

Color-Coding Guide:

- **● Readiness Standards** = Most heavily weighted on STAAR
 - **● Supporting Standards** = Lower weight on STAAR
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REPORTING CATEGORY 1: READING

STRAND 1: VOCABULARY (TEKS §2)

● 2(A) — Use Resources for Technical/Discipline-Based Vocabulary

SUPPORTING STANDARD

Standards-Based Questions:

- *What resource would help you clarify the precise meaning of this technical term?*
- *How does the [glossary/technical dictionary] definition help you understand this specialized vocabulary?*

- *What does this discipline-based term mean in this field?*

Teacher Scaffolding Moves:

- Model using appropriate resources for technical/discipline-based vocabulary
- Show how context determines which resource is most appropriate
- Teach that technical vocabulary has precise, specific meanings

Note: Same as English I - continues skill development

● 2(B) — Distinguish Among Denotative, Connotative, AND Figurative Meanings

READINESS STANDARD — High Priority

NEW FOCUS: Adds FIGURATIVE meaning to denotative and connotative

Standards-Based Questions:

- *What is the literal meaning (denotation) of this word?*
- *What emotional association (connotation) does this word carry in this context?*
- *Is this word used figuratively, and if so, what does it mean?*
- *How does the context help you distinguish among the denotative, connotative, and figurative meanings?*

Teacher Scaffolding Moves:

- Define all three:
 - **Denotation** = literal, dictionary definition
 - **Connotation** = emotional associations, implications
 - **Figurative** = non-literal meaning (metaphor, symbolism, etc.)
- Model analyzing context to determine which meaning applies
- Show how authors shift between literal and figurative usage

STAAR Connection: Questions require distinguishing among all three types of meaning.

Example Analysis:

- "He has a *heart* of gold"
 - Denotation: organ that pumps blood
 - Connotation: center of emotion, compassion
 - Figurative: kind, generous nature (metaphor)

English II Difference from English I:

- English I = distinguish between denotative and connotative
- English II = distinguish AMONG denotative, connotative, AND figurative

● **2(C) — Determine Meaning of Foreign Words/Phrases**

SUPPORTING STANDARD

Focus Phrases: pas de deux, status quo, déjà vu, avant-garde, coup d'état

Standards-Based Questions:

- *What does the foreign phrase [phrase] mean in this context?*
- *How does the author's use of [foreign phrase] add meaning or nuance?*

Teacher Scaffolding Moves:

- Pre-teach common foreign phrases used in English
- Provide literal translations and contextual meanings

Common Foreign Phrases Reference:

Phrase	Meaning	Context
pas de deux	dance for two	"Their argument was a political pas de deux"
status quo	existing state of affairs	"They wanted to maintain the status quo"

déjà vu	feeling of having experienced before	"The situation gave her a sense of déjà vu"
avant-garde	innovative, cutting-edge	"The artist's avant-garde approach"
coup d'état	sudden overthrow of government	"The military staged a coup d'état"

English II Difference: New set of phrases (more sophisticated than English I)

STRAND 2: COMPREHENSION SKILLS (TEKS §4)

● 4(C) — Make and Confirm Predictions

SUPPORTING STANDARD

Standards-Based Questions:

- *Based on [text feature/genre characteristic/structure], what do you predict will happen?*
- *What evidence confirms or changes your prediction?*
- *How does [this event/detail] support or challenge what you predicted?*

Teacher Scaffolding Moves:

- Model prediction based on genre and text features
- Create prediction tracker

● 4(E) — Make Connections

SUPPORTING STANDARD

Standards-Based Questions:

- *How does this connect to your own experience?*
- *What does this remind you of from another text?*
- *How does this relate to society?*

- *How does this connection deepen your understanding?*

Teacher Scaffolding Moves:

- Model meaningful connections
- Show how connections support interpretation

● 4(F) — Make Inferences

READINESS STANDARD — Highest Priority

Standards-Based Questions:

- *What can you determine about [character/situation] based on the evidence?*
- *What does the author suggest through [detail/dialogue/description]?*
- *How does [this evidence] help you understand [character's feelings/motivation/author's message]?*
- *What conclusion can you draw from [these details]?*

Teacher Scaffolding Moves:

- Model "reading between the lines"
- Model and use inference equation: $x = \text{In-Fer (Text + Knowledge)}$

STAAR Connection: Still the most frequently assessed standard across all high school levels.

● 4(G) — Evaluate Details for Key Ideas

READINESS STANDARD — High Priority

Standards-Based Questions:

- *Which details are most important for understanding [this section/the author's point]?*
- *How does this detail contribute to the main idea?*
- *What is the key idea, and which details support it?*

Teacher Scaffolding Moves:

- Model sorting details: Essential vs. Supporting
- Show how to identify key ideas

● 4(H) — Synthesize Information from Multiple Texts

READINESS STANDARD — High Priority

NEW FOCUS: Multiple texts (not just two)

Standards-Based Questions:

- *What new understanding emerges when you combine ideas from all of these texts?*
- *How do these texts work together to deepen your understanding of [topic]?*
- *What conclusion can you draw when you consider information from multiple selections?*

Teacher Scaffolding Moves:

- Model synthesizing across more than two texts
- Show how to integrate multiple perspectives
- Teach synthesis patterns: convergence, divergence, evolution of understanding

English II Difference from English I:

- English I = synthesize from two texts
- English II = synthesize from MULTIPLE texts (2+)

STRAND 3: RESPONSE SKILLS (TEKS §5)

● 5(C) — Use Text Evidence and Commentary for Interpretive Response

READINESS STANDARD — Highest Priority

Standards-Based Questions (SBQ), Erika Prelow 2025

NEW FOCUS: INTERPRETIVE response (not just comprehensive)

Standards-Based Questions:

- *What evidence supports your interpretation of [character/theme/meaning]?*
- *How do you interpret this evidence, and what insight does it provide?*
- *What does this evidence reveal about [deeper meaning/significance]?*

Teacher Scaffolding Moves:

- Define:
 - **Text evidence** = direct support from text
 - **Original commentary** = your analysis, interpretation
 - **Interpretive response** = goes beyond surface to deeper meaning
- Teach the pattern: Evidence + Interpretation/Analysis
- Model interpretive thinking: "The text shows ___ (evidence). This suggests that ___ (interpretation)"
- Show difference between literal and interpretive responses

STAAR Connection: High-scoring responses require interpretive thinking, not just summary or literal understanding.

English II Difference from English I:

- English I = comprehensive response (complete understanding)
- English II = INTERPRETIVE response (deeper meaning, significance)

● **5(D) — Paraphrase and Summarize**

READINESS STANDARD — High Priority

Standards-Based Questions:

- *How would you restate this section in your own words?*
- *What are the most important points, in order?*
- *How would you summarize while maintaining meaning and logical order?*

Teacher Scaffolding Moves:

- Continue refining paraphrase vs. summary skills
- Show appropriate complexity for longer, more complex texts

STRAND 4: LITERARY ELEMENTS (TEKS §6)

● **6(A) — Analyze Theme Development, Including Comparing Across Cultures**

SUPPORTING STANDARD

NEW FOCUS: Comparing similar themes across different cultures

Standards-Based Questions:

- *How do the character and plot develop the theme in this text?*
- *How is this theme developed similarly or differently in texts from different cultures?*
- *What cultural perspective shapes how this theme is presented?*
- *How does comparing themes across cultures deepen your understanding?*

Teacher Scaffolding Moves:

- Show how cultural context shapes theme development
- Model comparing themes across cultures:
 - Identify similar themes in different cultural texts
 - Analyze how culture influences theme presentation
 - Recognize universal themes and cultural variations
- Use comparative analysis: "In [Culture A], the theme of ___ is developed through ___. In [Culture B], the same theme appears as ___"

English II Difference from English I:

- English I = analyze theme development through characterization and plot

- English II = adds comparing similar themes across cultures

● 6(B) — Analyze Complex Characters Through Historical/Cultural Settings

READINESS STANDARD — Highest Priority

NEW FOCUS: Archetypes + historical and cultural settings/events

Standards-Based Questions:

- *How does the author develop this character as complex yet believable?*
- *What archetype does this character represent, and how does the author make them unique?*
- *How do historical and cultural settings and events shape the character's development?*
- *How does the [historical/cultural] context influence the character's complexity?*

Teacher Scaffolding Moves:

- Define:
 - **Complex character** = multi-dimensional, contradictions, depth
 - **Believable character** = realistic motivations, authentic responses
 - **Archetype** = universal character type (hero, mentor, rebel, innocent, etc.)
 - **Historical/cultural settings and events** = time period, cultural context, historical events that shape character
- Teach common archetypes:
 - The Hero, The Mentor, The Rebel, The Innocent, The Outcast, The Lover, The Trickster
- Show how authors use archetypes as foundation, then add complexity through historical/cultural context

- Model: "This character represents the [archetype] archetype, but the author develops complexity by showing how [historical/cultural context] shapes their [trait/motivation]"

STAAR Connection: Questions require recognizing archetypes AND analyzing how setting/events create complexity.

English II Difference from English I:

- English I = complex characters through literary devices, including foils
- English II = complex characters including ARCHETYPES through historical/cultural settings and events

● 6(C) — Analyze Isolated Scenes and Contribution to Plot Success

READINESS STANDARD — Highest Priority

NEW FOCUS: Isolated scenes and their contribution to plot success as a WHOLE

Standards-Based Questions:

- *What makes this scene significant to the plot?*
- *How does this isolated scene contribute to the success of the plot as a whole?*
- *What would be lost if this scene were removed?*
- *How does this scene connect to or advance the overall plot?*

Teacher Scaffolding Moves:

- Define:
 - **Isolated scene** = single, distinct moment or section
 - **Contribution to plot success** = how scene advances, develops, or completes the plot
- Teach students to analyze scene function:
 - Does it reveal character?
 - Does it advance conflict?
 - Does it provide crucial information?
 - Does it create a turning point?

- Does it resolve tension?
- Does it create thematic resonance?
- Model analyzing the scene's role in WHOLE plot: "This scene succeeds in ___ because it ___. Without it, the plot would ___"

STAAR Connection: Questions focus on analyzing HOW a specific scene contributes to overall plot success.

English II Difference from English I:

- English I = non-linear plot development (flashbacks, subplots, etc.) and compare to linear
- English II = isolated SCENES and their contribution to PLOT SUCCESS as a whole

● 6(D) — Analyze Historical/Cultural Settings' Influence on Characterization, Plot, and Theme

SUPPORTING STANDARD

NEW FOCUS: Historical/cultural settings influence ALL THREE elements across texts

Standards-Based Questions:

- *How does the [historical/cultural] setting influence the characterization in this text?*
- *How do historical and cultural settings shape the plot?*
- *How does the setting affect the theme?*
- *How does comparing settings across texts reveal different influences on characterization, plot, and theme?*

Teacher Scaffolding Moves:

- Show how historical/cultural settings create:
 - **Characterization influences** = characters' values, beliefs, opportunities, constraints
 - **Plot influences** = conflicts, possibilities, resolutions
 - **Theme influences** = messages about human experience in specific contexts
- Model integrated analysis: "The [historical/cultural setting] shapes characterization by ___, influences the plot through ___, and contributes to the theme by ___"

- Compare across texts to show how different settings create different literary elements

English II Difference from English I:

- English I = setting influences theme
- English II = historical/cultural settings influence characterization, plot, AND theme ACROSS TEXTS

STRAND 4: GENRE (TEKS §7)

● 7(A) — Read and Analyze World Literature Across Literary Periods

SUPPORTING STANDARD

NEW FOCUS: World literature across literary periods (not just American/British/world)

Standards-Based Questions:

- *What characteristics of the [literary period] do you notice in this text?*
- *How does this text reflect its literary period?*
- *How do texts from different literary periods approach similar themes or subjects differently?*

Teacher Scaffolding Moves:

- Teach major literary periods and characteristics:
 - Classical, Medieval, Renaissance, Enlightenment, Romantic, Realist, Modernist, Postmodernist, Contemporary
- Show how literary periods influence style, themes, techniques
- Model comparing across periods

English II Difference from English I:

- English I = read and respond to American, British, and world literature
- English II = analyze world literature ACROSS LITERARY PERIODS

● 7(B) — Analyze Effects of Metrics, Rhyme Schemes, Types of Rhymes

SUPPORTING STANDARD

NEW FOCUS: Specific rhyme types (end, internal, slant, eye) and effects

Standards-Based Questions:

- *What effect does the [meter/rhyme scheme] create?*
- *How does the use of [end/internal/slant/eye] rhyme contribute to the poem's meaning or effect?*
- *What other conventions does the poet use, and what do they achieve?*

Teacher Scaffolding Moves:

- Define metrics and rhyme types:
 - **Metrics** = rhythmic patterns, meter
 - **End rhyme** = rhyme at line ends
 - **Internal rhyme** = rhyme within a line
 - **Slant rhyme** = near rhyme, imperfect rhyme (e.g., "soul" and "oil")
 - **Eye rhyme** = looks like it rhymes but doesn't (e.g., "love" and "move")
- Show how each creates different effects
- Model analyzing WHY poet uses specific rhyme type: "The slant rhyme creates ___ effect, which contributes to ___"

English II Difference from English I:

- English I = structure, prosody, graphic elements
- English II = EFFECTS of metrics, rhyme schemes, TYPES of rhymes (more specific technical analysis)

● 7(C) — Analyze Function of Dramatic Conventions

SUPPORTING STANDARD

Standards-Based Questions:

- *How does the [aside/soliloquy/dramatic irony/satire] function in this scene?*
- *What does this dramatic convention reveal or create?*
- *What would change without this convention?*

Teacher Scaffolding Moves:

- Review dramatic conventions from English I
- Focus on analyzing FUNCTION and effect

Note: Same as English I - continues skill development

● 7(D)(i) — Clear Thesis, Relevant Evidence, Pertinent Examples, Conclusion

READINESS STANDARD — High Priority

Standards-Based Questions:

- *What is the author's thesis, and is it clear?*
- *How does the evidence support the thesis?*
- *What examples does the author provide, and how are they pertinent?*
- *How does the conclusion reinforce or extend the thesis?*

Teacher Scaffolding Moves:

- Continue analyzing quality of informational text elements
- Model evaluating effectiveness

Note: Same as English I - continues skill development

● 7(D)(ii) — Relationship Between Organizational Design and Thesis

SUPPORTING STANDARD

NEW FOCUS: How organizational DESIGN relates to thesis (not just multiple patterns)

Standards-Based Questions:

- *How does the organizational design support the thesis?*
- *What is the relationship between how this text is organized and what the author is arguing?*
- *Why might the author have chosen this organizational design for this particular thesis?*

Teacher Scaffolding Moves:

- Define organizational design: overall structure and arrangement of text
- Show how design choices support thesis development:
 - Chronological design for thesis about change over time
 - Compare-contrast design for thesis about differences
 - Problem-solution design for thesis advocating change
 - Cause-effect design for thesis about relationships
- Model: "The author uses ___ organizational design to support the thesis that ___ because ___"

English II Difference from English I:

- English I = multiple organizational patterns within a text
- English II = RELATIONSHIP between organizational design and thesis

● 7(E)(i) — Clear Arguable Claim, Appeals, Convincing Conclusion

READINESS STANDARD — Highest Priority

Standards-Based Questions:

- *What arguable claim does the author make?*
- *What appeals does the author use to persuade?*
- *How does the conclusion convince the reader?*

Teacher Scaffolding Moves:

- Continue analyzing arguable claims, appeals (ethos, pathos, logos), and conclusions
- Model evaluating effectiveness

Note: Same as English I - continues skill development

● **7(E)(ii) — Evidence Types and Treatment of Counterarguments**

READINESS STANDARD — Highest Priority

Standards-Based Questions:

- *What types of evidence does the author use?*
- *How does the author treat counterarguments?*
- *What concessions and rebuttals does the author make?*

Teacher Scaffolding Moves:

- Continue analyzing evidence types and counterargument treatment
- Model evaluating effectiveness of concessions and rebuttals

Note: Same as English I - continues skill development

● **7(E)(iii) — Identifiable Audience or Reader**

SUPPORTING STANDARD

Standards-Based Questions:

- *Who is the intended audience?*
- *How can you identify the target reader?*

Teacher Scaffolding Moves:

- Continue analyzing audience clues

Note: Same as English I - continues skill development

STRAND 5: AUTHOR'S PURPOSE AND CRAFT (TEKS §8)

● 8(A) — Analyze Author's Purpose, Audience, and Message

READINESS STANDARD — Highest Priority

Standards-Based Questions:

- *What is the author's purpose?*
- *Who is the intended audience?*
- *What message does the author convey?*
- *How do purpose, audience, and message work together?*

Teacher Scaffolding Moves:

- Continue integrated analysis of all three elements
- Model sophisticated analysis

Note: Same as English I - continues skill development

● 8(B) — Analyze Text Structure to Achieve Purpose

SUPPORTING STANDARD

Standards-Based Questions:

- *How does the text structure help achieve the author's purpose?*
- *Why is this structure effective?*

Teacher Scaffolding Moves:

- Continue connecting structure to purpose

Note: Same as English I - continues skill development

● 8(C) — Evaluate Print and Graphic Features

SUPPORTING STANDARD

Standards-Based Questions:

- *How effective is the author's use of [print/graphic feature]?*
- *Does this feature successfully achieve the purpose?*

Teacher Scaffolding Moves:

- Continue evaluating effectiveness

Note: Same as English I - continues skill development

● 8(D) — Analyze How Language Informs and Shapes Reader Perception

READINESS STANDARD — Highest Priority

NEW FOCUS: How language INFORMS and SHAPES PERCEPTION (not just achieves purposes)

Standards-Based Questions:

- *How does the author's use of language inform the reader about [subject]?*
- *How does the language shape your perception of [character/event/issue]?*
- *What perception does the author want you to have, and how does language create it?*
- *How would different language choices shape perception differently?*

Teacher Scaffolding Moves:

- Define:
 - **Inform** = provide information, knowledge

- **Shape perception** = influence how reader views, understands, or feels about something
- Show how language creates specific perceptions:
 - Word choice creates bias or neutrality
 - Descriptive language shapes imagery
 - Tone influences attitude
 - Syntax affects emphasis
- Model: "The author uses language like ___ to inform the reader that ___ and shape the perception that ___"

STAAR Connection: Questions focus on how language not just communicates but actively shapes reader understanding and perception.

English II Difference from English I:

- English I = how language achieves specific purposes
- English II = how language INFORMS and SHAPES PERCEPTION

● 8(E) — Analyze Irony, Sarcasm, and Motif

SUPPORTING STANDARD

NEW FOCUS: Sarcasm and motif (in addition to irony)

Standards-Based Questions:

- *How does the author's use of [irony/sarcasm/motif] achieve a specific purpose?*
- *What effect does the [device] create?*
- *How does the motif develop throughout the text?*

Teacher Scaffolding Moves:

- Define:
 - **Irony** = contrast between expectation and reality

- **Sarcasm** = verbal irony used to mock or criticize
- **Motif** = recurring element (image, symbol, phrase, idea) that develops meaning
- Show how each device functions
- Model tracking motifs: "The motif of ___ appears in ___, ___, and ___, developing the idea that ___"

English II Difference from English I:

- English I = irony and oxymoron
- English II = irony, SARCASM, and MOTIF

● 8(F) — Analyze Diction and Syntax Contribution to Mood, Voice, and Tone

READINESS STANDARD — Highest Priority

Standards-Based Questions:

- *How does the author's diction contribute to the [mood/voice/tone]?*
- *How does the syntax affect the [mood/voice/tone]?*
- *What mood, voice, and tone emerge from diction and syntax choices?*

Teacher Scaffolding Moves:

- Continue analyzing diction and syntax effects
- Model sophisticated analysis

Note: Same as English I - continues skill development

● 8(G) — Rhetorical Devices and Logical Fallacies

SUPPORTING STANDARD

NEW FOCUS: Appeals, antithesis, parallelism, shifts | Effects of logical fallacies (general)

Standards-Based Questions:

- *How does the author's use of [appeals/antithesis/parallelism/shifts] serve a rhetorical purpose?*
- *What effect does this rhetorical device create?*
- *What are the effects of the logical fallacies in this argument?*

Teacher Scaffolding Moves:

- Define and provide examples:

Rhetorical Devices:

- **Appeals** = ethos, pathos, logos
- **Antithesis** = contrasting ideas in parallel structure ("Ask not what your country can do for you—ask what you can do for your country")
- **Parallelism** = similar grammatical structures for similar ideas
- **Shifts** = changes in tone, focus, perspective, or time for effect
- **Logical Fallacies:**
 - Focus on EFFECTS of fallacies (how they weaken argument, mislead, manipulate)
- Model identifying and analyzing purpose/effect

English II Difference from English I:

- English I = understatement, overstatement | straw man, red herring
- English II = appeals, antithesis, parallelism, shifts | EFFECTS of logical fallacies (broader)

REPORTING CATEGORY 2: WRITING**Revising and Editing (Multiple Choice)****● 9(B)(i) — Organizing Structure Appropriate to Purpose, Audience, Topic, Context****READINESS STANDARD****Standards-Based Questions:**

- *Which organizing structure is most appropriate for this purpose, audience, topic, and context?*
- *How should this be organized given the writing situation?*

Teacher Scaffolding Moves:

- Continue teaching structure selection based on all four factors

Note: Same as English I - continues skill development

● 9(B)(ii) — Depth of Thought with Details, Examples, and Commentary**READINESS STANDARD****Standards-Based Questions:**

- *Which sentence adds specific details, examples, AND commentary?*
- *What revision would add depth through support and analysis?*

Teacher Scaffolding Moves:

- Continue emphasizing all three elements for depth

Note: Same as English I - continues skill development

● **9(C) — Revise for Clarity, Development, Organization, Style, Diction, Sentence Effectiveness**

READINESS STANDARD

Standards-Based Questions:

- *Which revision improves [clarity/development/organization/style/diction/sentence effectiveness]?*
- *How could parallel construction improve this sentence?*
- *Where should this phrase or clause be placed?*

Teacher Scaffolding Moves:

- Continue teaching all revision skills including parallel constructions and phrase/clause placement

Note: Same as English I - continues skill development

● **9(D)(i) — Variety of Complete, Controlled Sentences**

READINESS STANDARD

Standards-Based Questions:

- *Which revision provides sentence variety?*
- *How can this be revised to avoid fragments, run-ons, and splices?*

Teacher Scaffolding Moves:

- Continue emphasizing variety and control

Note: Same as English I - continues skill development

● **9(D)(ii) — Verb Tense and Active/Passive Voice**

SUPPORTING STANDARD

Note: Same as English I

● **9(D)(iii) — Pronoun-Antecedent Agreement**

SUPPORTING STANDARD

Note: Same as English I

● **9(D)(iv) — Correct Capitalization**

SUPPORTING STANDARD

Note: Same as English I

● **9(D)(v) — Punctuation (Commas, Semicolons, Colons, Dashes, Parentheses)**

SUPPORTING STANDARD

NEW FOCUS: Parentheses added to punctuation list

Teacher Scaffolding Moves:

- Teach all punctuation marks to set off phrases and clauses:
 - **Commas** = nonessential information
 - **Semicolons** = join independent clauses

- **Colons** = introduce lists, explanations
- **Dashes** = emphasize or interrupt
- **Parentheses** = add supplementary information

English II Difference from English I:

- English I = commas, semicolons, colons, dashes
 - English II = adds PARENTHESES
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● **9(D)(vi) — Correct Spelling**

SUPPORTING STANDARD

Note: Same as English I

Extended Constructed Response (ECR)

● **5(B) — Write Responses Demonstrating Understanding**

READINESS STANDARD — Assessed in ECR

Focus: Compare texts within and across genres

Standards-Based Prompts:

- *Compare how these texts address [theme/topic/issue].*
- *How do the authors develop [idea] differently?*

Teacher Scaffolding Moves:

- Continue teaching comparison across genres
- Model using evidence and commentary from both texts

Note: Same as English I - continues skill development

● **10(B) — Compose Informational Texts**

READINESS STANDARD — Assessed in ECR

Focus: Explanatory essays, reports, personal essays

Standards-Based Prompts:

- *Write an explanatory essay about [topic] using evidence from the text(s).*
- *Compose a personal essay reflecting on [subject].*

Teacher Scaffolding Moves:

- Continue teaching informational genre characteristics
- Model genre-specific structures and craft

Note: Same as English I - continues skill development

● **10(C) — Compose Argumentative Texts**

READINESS STANDARD — Assessed in ECR

Standards-Based Prompts:

- *Write an argumentative essay about [issue]. Use evidence from the text(s) to support your claim.*

Teacher Scaffolding Moves:

- Continue teaching argumentative structure with concessions and rebuttals
- Model sophisticated argumentation

Note: Same as English I - continues skill development

● 10(D) — Compose Correspondence**SUPPORTING STANDARD**

Note: Same as English I

 STAAR Success Strategy: The Question Stays Clean**Remember:**

- The question embeds the thinking — it doesn't announce it

- Teacher scaffolding happens OUTSIDE the question
- Students grow with the question through modeling and practice
- Text changes, question stays the same

Post these questions. Return to them all year. Watch your students grow.

Readiness vs. Supporting Standards Priority Guide

HIGHEST PRIORITY (Most Frequent on STAAR):

- 2(B) — Denotative, connotative, AND figurative meanings  **NEW: ADDS FIGURATIVE**
- 4(F) — Make inferences  **STILL MOST TESTED**
- 4(G) — Evaluate details for key ideas
- 4(H) — Synthesize from MULTIPLE texts  **NEW: MULTIPLE, NOT JUST TWO**
- 5(C) — Text evidence and commentary for INTERPRETIVE response  **NEW: INTERPRETIVE**
- 5(D) — Paraphrase and summarize
- 6(B) — Complex characters including ARCHETYPES through historical/cultural settings  **NEW FOCUS**
- 6(C) — Isolated scenes' contribution to plot success  **NEW FOCUS**
- 7(D)(i) — Thesis, evidence, examples, conclusion
- 7(E)(i) — Arguable claim, appeals, conclusion
- 7(E)(ii) — Evidence and counterargument treatment
- 8(A) — Purpose, audience, message
- 8(D) — Language informs and shapes perception  **NEW FOCUS**
- 8(F) — Diction and syntax effects

IMPORTANT BUT LESS FREQUENT:

All other supporting standards should still be taught but receive less emphasis in test prep.

What's NEW in English II (vs. English I)?

Vocabulary:

- 2(B): Adds FIGURATIVE meaning (denotative, connotative, AND figurative)
- 2(C): New set of foreign phrases (pas de deux, status quo, déjà vu, avant-garde, coup d'état)

Comprehension:

- 4(H): Synthesize from MULTIPLE texts (not just two)

Response:

- 5(C): INTERPRETIVE response (not just comprehensive) — deeper meaning/significance

Literary Elements:

- 6(A): Adds comparing similar themes ACROSS CULTURES
- 6(B): Adds ARCHETYPES + historical/cultural settings and EVENTS
- 6(C): **Major shift:** Analyze ISOLATED SCENES and contribution to plot success (vs. non-linear plot in English I)
- 6(D): Historical/cultural settings influence characterization, plot, AND theme ACROSS TEXTS

Genre:

- 7(A): World literature ACROSS LITERARY PERIODS (not just American/British/world)
- 7(B): EFFECTS of metrics, rhyme schemes, TYPES of rhymes (end, internal, slant, eye) — more technical
- 7(D)(ii): RELATIONSHIP between organizational design and thesis (not just multiple patterns)

Author's Craft:

- 8(D): **Major shift:** Language INFORMS and SHAPES PERCEPTION (not just achieves purposes)
- 8(E): Adds SARCASM and MOTIF (vs. irony and oxymoron)
- 8(G): Appeals, antithesis, parallelism, shifts | EFFECTS of logical fallacies

Writing:

- 9(D)(v): Adds PARENTHESSES to punctuation

English I to English II Progression Summary

Vocabulary:

- English I: Denotation vs. connotation
- English II: Denotation, connotation, AND figurative

Synthesis:

- English I: Two texts
- English II: Multiple texts

Response:

- English I: Comprehensive
- English II: Interpretive

Character:

- English I: Complex through literary devices (foils)
- English II: Complex including archetypes through historical/cultural settings/events

Plot:

- English I: Non-linear development
- English II: Isolated scenes and contribution to success

Setting:

- English I: Influences theme
- English II: Influences characterization, plot, AND theme across texts

Language:

- English I: Achieves specific purposes
- English II: Informs and shapes perception

Literary Devices:

- English I: Irony, oxymoron
 - English II: Irony, sarcasm, motif
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Final Reminder: English II deepens interpretive thinking, cultural analysis, and sophisticated understanding of how language shapes perception. The questions remain clean and text-agnostic, but the cognitive demands increase significantly. These are reusable across any text — post them, return to them, watch students grow in analytical sophistication.