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Texas Essential Knowledge and Skills
Vertical Alignment for STAAR Alternate 2

Reading Language Arts

Kindergarten through English II

Updated Fall 2024

Note: This vertical alignment document has been updated to include the student expectations eligible for assessment on STAAR Alternate 2 Reading Language Arts tests for grades 3–8, English I, and English II.

Strand 1 – Developing and Sustaining Foundational Language Skills. 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:

- understand (receptive) and use (expressive) expected words to label and describe common objects, people, places, actions, and events (PK3.II.D.1)
- show a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play (PK3.II.D.3)
- understand (receptive) and use (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events (PK4.II.D.1)
- consistently understand (receptive) and use (expressive) new vocabulary acquired through books, conversations, and play (PK4.II.D.3)
- use a resource such as a picture dictionary or digital resource to find words (K)
- use illustrations and texts the student is able to read or hear to learn or clarify word meanings (K)
- identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations (K)
- use a resource such as a picture dictionary or digital resource to find words (1)
- use illustrations and texts the student is able to read or hear to learn or clarify word meanings (1)
- identify the meaning of words with the affixes -s, -ed, and -ing (1)
- identify and use words that name actions, directions, positions, sequences, categories, and locations (1)
- use print or digital resources to determine meaning and pronunciation of unknown words (2)
- use context within and beyond a sentence to determine the meaning of unfamiliar words (2)
- identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion (2)
- identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context (2)
- use print or digital resources to determine meaning, syllabication, and pronunciation (3)
- use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (3)
- identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful (3)
- identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text (3)
- use print or digital resources to determine meaning, syllabication, and pronunciation (4)
- use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words (4)
- determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter (4)
- use print or digital resources to determine meaning, syllabication, pronunciation, and word origin (5)

- use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words (5)
- identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo (5)
- use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (6)
- use context such as definition, analogy, and examples to clarify the meaning of words (6)
- determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus (6)
- use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (7)
- use context such as contrast or cause and effect to clarify the meaning of words (7)
- determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent (7)
- use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (8)
- use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words (8)
- determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc (8)
- 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 (Eng I)
- analyze context to distinguish between the denotative and connotative meanings of words (Eng I)
- 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 (Eng I)
- 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 (Eng II)
- analyze context to distinguish among denotative, connotative, and figurative meanings of words (Eng II)
- 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 (Eng II)

Strand 2 – Comprehension Skills. 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:

- understand increasingly longer sentences that combine two ideas (PK3.II.E.4)
- make inferences and predictions about a text (PK4.III.D.4)
- make connections to personal experiences, ideas in other texts, and society with adult assistance (K)
- make inferences and use evidence to support understanding with adult assistance (K)
- evaluate details to determine what is most important with adult assistance (K)
- synthesize information to create new understanding with adult assistance (K)
- make connections to personal experiences, ideas in other texts, and society with adult assistance (1)
- make inferences and use evidence to support understanding with adult assistance (1)
- evaluate details to determine what is most important with adult assistance (1)
- synthesize information to create new understanding with adult assistance (1)
- make connections to personal experiences, ideas in other texts, and society (2)
- make inferences and use evidence to support understanding (2)
- evaluate details read to determine key ideas (2)
- synthesize information to create new understanding (2)
- make connections to personal experiences, ideas in other texts, and society (3)
- make inferences and use evidence to support understanding (3)
- evaluate details read to determine key ideas (3)
- synthesize information to create new understanding (3)
- make connections to personal experiences, ideas in other texts, and society (4)
- make inferences and use evidence to support understanding (4)
- evaluate details read to determine key ideas (4)
- synthesize information to create new understanding (4)
- make connections to personal experiences, ideas in other texts, and society (5)
- make inferences and use evidence to support understanding (5)
- evaluate details read to determine key ideas (5)
- synthesize information to create new understanding (5)
- make connections to personal experiences, ideas in other texts, and society (6)
- make inferences and use evidence to support understanding (6)
- evaluate details read to determine key ideas (6)
- synthesize information to create new understanding (6)
- make connections to personal experiences, ideas in other texts, and society (7)
- make inferences and use evidence to support understanding (7)
- evaluate details ready to determine key ideas (7)
- synthesize information to create new understanding (7)
- make connections to personal experiences, ideas in other texts, and society (8)
- make inferences and use evidence to support understanding (8)
- evaluate details read to determine key ideas (8)
- synthesize information to create new understanding (8)
- make connections to personal experiences, ideas in other texts, and society (Eng I)
- make inferences and use evidence to support understanding (Eng I)

- evaluate details read to determine key ideas (Eng I)
- synthesize information from two texts to create new understanding (Eng I)
- make connections to personal experiences, ideas in other texts, and society (Eng II)
- make inferences and use evidence to support understanding (Eng II)
- evaluate details read to determine key ideas (Eng II)
- synthesize information from multiple texts to create new understanding (Eng II)

Strand 3 – Response Skills. 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:

- respond to situations in ways that demonstrate an understanding of what has been communicated (PK3.II.A.1)
- re-enact a story after it has been read aloud (PK3.III.D.1)
- show understanding by responding appropriately to what has been communicated by adults and peers (PK4.II.A.1)
- retell or re-enact a story with a clear beginning, middle, and end (PK4.III.D.1)
- ask and respond to questions relevant to the text read aloud (PK4.III.D.3)
- use text evidence to support an appropriate response (K)
- retell texts in ways that maintain meaning (K)
- use text evidence to support an appropriate response (1)
- retell texts in ways that maintain meaning (1)
- use text evidence to support an appropriate response (2)
- retell and paraphrase texts in ways that maintain meaning and logical order (2)
- use text evidence to support an appropriate response (3)
- retell and paraphrase texts in ways that maintain meaning and logical order (3)
- use text evidence to support an appropriate response (4)
- retell, paraphrase, or summarize texts in ways that maintain meaning and logical order (4)
- use text evidence to support an appropriate response (5)
- retell, paraphrase, or summarize texts in ways that maintain meaning and logical order (5)
- use text evidence to support an appropriate response (6)
- paraphrase and summarize texts in ways that maintain meaning and logical order (6)
- use text evidence to support an appropriate response (7)
- paraphrase and summarize texts in ways that maintain meaning and logical order (7)
- use text evidence to support an appropriate response (8)
- paraphrase and summarize texts in ways that maintain meaning and logical order (8)
- use text evidence and original commentary to support a comprehensive response (Eng I)
- paraphrase and summarize texts in ways that maintain meaning and logical order (Eng I)
- use text evidence and original commentary to support an interpretive response (Eng II)
- paraphrase and summarize texts in ways that maintain meaning and logical order (Eng II)

Strand 4 – Multiple genres—literary elements. 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:

- ask and answer age-appropriate questions about a book (PK3.III.D.3)
- use information learned from books by describing, relating, categorizing, or comparing and contrasting (PK4.III.D.2)
- discuss topics and determine the basic theme using text evidence with adult assistance (K)
- identify and describe the main character(s) (K)
- describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance (K)
- describe the setting (K)
- discuss topics and determine theme using text evidence with adult assistance (1)
- describe the main character(s) and the reason(s) for their actions (1)
- describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently (1)
- describe the setting (1)
- discuss topics and determine theme using text evidence with adult assistance (2)
- describe the main character's (characters') internal and external traits (2)
- describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (2)
- describe the importance of the setting (2)
- infer the theme of a work, distinguishing theme from topic (3)
- explain the relationships among the major and minor characters (3)
- analyze plot elements, including the sequence of events, the conflict, and the resolution (3)
- explain the influence of the setting on the plot (3)
- infer basic themes supported by text evidence (4)
- explain the interactions of the characters and the changes they undergo (4)
- analyze plot elements, including the rising action, climax, falling action, and resolution (4)
- explain the influence of the setting, including historical and cultural settings, on the plot (4)
- infer multiple themes within a text using text evidence (5)
- analyze the relationships of and conflicts among the characters (5)
- analyze plot elements, including rising action, climax, falling action, and resolution (5)
- analyze the influence of the setting, including historical and cultural settings, on the plot (5)
- infer multiple themes within and across texts using text evidence (6)
- analyze how the characters' internal and external responses develop the plot (6)
- analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback (6)
- analyze how the setting, including historical and cultural settings, influences character and plot development (6)
- infer multiple themes within and across texts using text evidence (7)
- analyze how characters' qualities influence events and resolution of the conflict (7)

- analyze plot elements, including the use of foreshadowing and suspense, to advance the plot (7)
- analyze how the setting influences character and plot development (7)
- analyze how themes are developed through the interaction of characters and events (8)
- analyze how characters' motivations and behaviors influence events and resolution of the conflict (8)
- analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development (8)
- explain how the setting influences the values and beliefs of characters (8)
- analyze how themes are developed through characterization and plot in a variety of literary texts (Eng I)
- analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils (Eng I)
- analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development (Eng I)
- analyze how the setting influences the theme (Eng I)
- analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures (Eng II)
- analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events (Eng II)
- analyze isolated scenes and their contribution to the success of the plot as a whole (Eng II)
- analyze how historical and cultural settings influence characterization, plot, and theme across texts (Eng II)

Multiple genres—genres. 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:

- discuss rhyme and rhythm in nursery rhymes and a variety of poems (K)
- discuss main characters in drama (K)
- recognize characteristics and structures of informational text, including:
    - the central idea and supporting evidence with adult assistance (K)
    - the steps in a sequence with adult assistance (K)
- discuss rhyme, rhythm, repetition, and alliteration in a variety of poems (1)
- discuss elements of drama such as characters and setting (1)
- recognize characteristics and structures of informational text, including:
    - the central idea and supporting evidence with adult assistance (1)
    - organizational patterns such as chronological order and description with adult assistance (1)
- explain visual patterns and structures in a variety of poems (2)
- discuss elements of drama such as characters, dialogue, and setting (2)
- recognize characteristics and structures of informational text, including:
    - the central idea and supporting evidence with adult assistance (2)
    - organizational patterns such as chronological order and cause and effect stated explicitly (2)

- explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems (3)
- discuss elements of drama such as characters, dialogue, setting, and acts (3)
- recognize characteristics and structures of informational text, including:
    - the central idea with supporting evidence (3)
    - organizational patterns such as cause and effect and problem and solution (3)
- explain figurative language such as simile, metaphor, and personification that the poet uses to create images (4)
- explain structure in drama such as character tags, acts, scenes, and stage directions (4)
- recognize characteristics and structures of informational text, including:
    - the central idea with supporting evidence (4)
    - organizational patterns such as compare and contrast (4)
- explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms (5)
- explain structure in drama such as character tags, acts, scenes, and stage directions (5)
- recognize characteristics and structures of informational text, including:
    - the central idea with supporting evidence (5)
    - organizational patterns such as logical order and order of importance (5)
- analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms (6)
- analyze how playwrights develop characters through dialogue and staging (6)
- analyze characteristics and structural elements of informational text, including:
    - the controlling idea or thesis with supporting evidence (6)
    - organizational patterns such as definition, classification, advantage, and disadvantage (6)
- analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms (7)
- analyze how playwrights develop characters through dialogue and staging (7)
- analyze characteristics and structural elements of informational text, including:
    - the controlling idea or thesis with supporting evidence (7)
    - organizational patterns that support multiple topics, categories, and subcategories (7)
- analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry (8)
- analyze how playwrights develop dramatic action through the use of acts and scenes (8)
- analyze characteristics and structural elements of informational text, including:
    - the controlling idea or thesis with supporting evidence (8)
    - multiple organizational patterns within a text to develop the thesis (8)
- analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms (Eng I)
- analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire (Eng I)
- analyze characteristics and structural elements of informational texts such as:
    - clear thesis, relevant supporting evidence, pertinent examples, and conclusion (Eng I)
    - multiple organizational patterns within a text to develop the thesis (Eng I)

- analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms (Eng II)
- analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire (Eng II)
- analyze characteristics and structural elements of informational texts such as:
    - clear thesis, relevant supporting evidence, pertinent examples, and conclusion (Eng II)
    - the relationship between organizational design and thesis (Eng II)

Strand 5 – Author's purpose and craft. 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:

- discuss with adult assistance the author's purpose for writing text (K)
- discuss with adult assistance the author's use of print and graphic features to achieve specific purposes (K)
- discuss with adult assistance how the author uses words that help the reader visualize (K)
- listen to and experience first- and third-person texts (K)
- discuss the author's purpose for writing text (1)
- discuss with adult assistance the author's use of print and graphic features to achieve specific purposes (1)
- discuss how the author uses words that help the reader visualize (1)
- listen to and experience first- and third-person texts (1)
- discuss the author's purpose for writing text (2)
- discuss the author's use of print and graphic features to achieve specific purposes (2)
- discuss the use of descriptive, literal, and figurative language (2)
- identify the use of first or third person in a text (2)
- explain the author's purpose and message within a text (3)
- explain the author's use of print and graphic features to achieve specific purposes (3)
- describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes (3)
- identify the use of literary devices, including first- or third-person point of view (3)
- explain the author's purpose and message within a text (4)
- analyze the author's use of print and graphic features to achieve specific purposes (4)
- describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes (4)
- identify and understand the use of literary devices, including first- or third-person point of view (4)
- explain the author's purpose and message within a text (5)
- analyze the author's use of print and graphic features to achieve specific purposes (5)
- describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes (5)
- identify and understand the use of literary devices, including first- or third-person point of view (5)
- explain the author's purpose and message within a text (6)
- analyze the author's use of print and graphic features to achieve specific purposes (6)
- describe how the author's use of figurative language such as metaphor and personification achieves specific purposes (6)
- identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose (6)
- explain the author's purpose and message within a text (7)
- analyze the author's use of print and graphic features to achieve specific purposes (7)

- describe how the author's use of figurative language such as metaphor and personification achieves specific purposes (7)
- identify the use of literary devices, including subjective and objective point of view (7)
- explain the author's purpose and message within a text (8)
- analyze the author's use of print and graphic features to achieve specific purposes (8)
- describe how the author's use of figurative language such as extended metaphor achieves specific purposes (8)
- identify and analyze the use of literary devices, including multiple points of view and irony (8)
- analyze the author's purpose, audience, and message within a text (Eng I)
- evaluate the author's use of print and graphic features to achieve specific purposes (Eng I)
- analyze how the author's use of language achieves specific purposes (Eng I)
- analyze the use of literary devices such as irony and oxymoron to achieve specific purposes (Eng I)
- analyze the author's purpose, audience, and message within a text (Eng II)
- evaluate the author's use of print and graphic features to achieve specific purposes (Eng II)
- analyze how the author's use of language informs and shapes the perception of readers (Eng II)
- analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes (Eng II)

Strand 6 – Composition. 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 uses appropriate conventions. The student is expected to:

- interact and provide suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities (PK4.IV.B.2)
- begin to experiment with punctuation when writing (PK4.IV.C.5)
- revise drafts by adding details in pictures or words (K)
- edit drafts with adult assistance using standard English conventions, including:
  - complete sentences (K)
  - verbs (K)
  - singular and plural nouns (K)
  - adjectives, including articles (K)
  - prepositions (K)
  - pronouns, including subjective, objective, and possessive cases (K)
  - capitalization of the first letter in a sentence and name (K)
  - punctuation marks at the end of declarative sentences (K)
- revise drafts by adding details in pictures or words (1)
- edit drafts using standard English conventions, including:
  - complete sentences with subject-verb agreement (1)
  - past and present verb tense (1)
  - singular, plural, common, and proper nouns (1)
  - adjectives, including articles (1)
  - adverbs that convey time (1)
  - prepositions (1)
  - pronouns, including subjective, objective, and possessive cases (1)
  - capitalization for the beginning of sentences and the pronoun "I" (1)
  - punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1)
- revise drafts by adding, deleting, or rearranging words, phrases, or sentences (2)
- edit drafts using standard English conventions, including:
  - complete sentences with subject-verb agreement (2)
  - past, present, and future verb tense (2)
  - singular, plural, common, and proper nouns (2)
  - adjectives, including articles (2)
  - adverbs that convey time and adverbs that convey place (2)
  - prepositions and prepositional phrases (2)
  - pronouns, including subjective, objective, and possessive cases (2)
  - coordinating conjunctions to form compound subjects and predicates (2)
  - capitalization of months, days of the week, and the salutation and conclusion of a letter (2)
  - end punctuation, apostrophes in contractions, and commas with items in a series and in dates (2)
- revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (3)
- edit drafts using standard English conventions, including:

- o complete simple and compound sentences with subject-verb agreement (3)
- o past, present, and future verb tense (3)
- o singular, plural, common, and proper nouns (3)
- o adjectives, including their comparative and superlative forms (3)
- o adverbs that convey time and adverbs that convey manner (3)
- o prepositions and prepositional phrases (3)
- o pronouns, including subjective, objective, and possessive cases (3)
- o coordinating conjunctions to form compound subjects, predicates, and sentences (3)
- o capitalization of official titles of people, holidays, and geographical names and places (3)
- o punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series (3)
- revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (4)
- edit drafts using standard English conventions, including:
  - o complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (4)
  - o past tense of irregular verbs (4)
  - o singular, plural, common, and proper nouns (4)
  - o adjectives, including their comparative and superlative forms (4)
  - o adverbs that convey frequency and adverbs that convey degree (4)
  - o prepositions and prepositional phrases (4)
  - o pronouns, including reflexive (4)
  - o coordinating conjunctions to form compound subjects, predicates, and sentences (4)
  - o capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities (4)
  - o punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue (4)
- revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (5)
- edit drafts using standard English conventions, including:
  - o complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (5)
  - o past tense of irregular verbs (5)
  - o collective nouns (5)
  - o adjectives, including their comparative and superlative forms (5)
  - o conjunctive adverbs (5)
  - o prepositions and prepositional phrases and their influence on subject-verb agreement (5)
  - o pronouns, including indefinite (5)
  - o subordinating conjunctions to form complex sentences (5)
  - o capitalization of abbreviations, initials, acronyms, and organizations (5)

- o italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences (5)
- revise drafts for clarity, development, organization, style, word choice, and sentence variety (6)
- edit drafts using standard English conventions, including:
  - o complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (6)
  - o consistent, appropriate use of verb tenses (6)
  - o conjunctive adverbs (6)
  - o prepositions and prepositional phrases and their influence on subject-verb agreement (6)
  - o pronouns, including relative (6)
  - o subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (6)
  - o capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations (6)
  - o punctuation marks, including commas in complex sentences, transitions, and introductory elements (6)
- revise drafts for clarity, development, organization, style, word choice, and sentence variety (7)
- edit drafts using standard English conventions, including:
  - o complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (7)
  - o consistent, appropriate use of verb tenses (7)
  - o conjunctive adverbs (7)
  - o prepositions and prepositional phrases and their influence on subject-verb agreement (7)
  - o pronoun-antecedent agreement (7)
  - o subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (7)
  - o correct capitalization (7)
  - o punctuation, including commas to set off words, phrases, and clauses and semicolons (7)
- revise drafts for clarity, development, organization, style, word choice, and sentence variety (8)
- edit drafts using standard English conventions, including:
  - o complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (8)
  - o consistent, appropriate use of verb tenses and active and passive voice (8)
  - o prepositions and prepositional phrases and their influence on subject-verb agreement (8)
  - o pronoun-antecedent agreement (8)
  - o correct capitalization (8)
  - o punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses (8)

- revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses (Eng I)
- edit drafts using standard English conventions, including:
    - a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments (Eng I)
    - consistent, appropriate use of verb tense and active and passive voice (Eng I)
    - pronoun-antecedent agreement (Eng I)
    - correct capitalization (Eng I)
    - punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate (Eng I)
- revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses (Eng II)
- edit drafts using standard English conventions, including:
    - a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments (Eng II)
    - consistent, appropriate use of verb tense and active and passive voice (Eng II)
    - pronoun-antecedent agreement (Eng II)
    - correct capitalization (Eng II)
    - punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate (Eng II)