

**2023 STAAR Released Blueprint**  
**English I**  
**Spring, 2023–2024**

Test Code	Year	Form
2091	23	4
Last Revision Date: 10/9/2023		

SE Descriptions	Reporting Category	TEKS/SE	R or S	No. of Items	% of Test
<b>1. Developing and sustaining foundational language skills:</b> listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to 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.	1	9.2A	S	1	2%
<b>2. Developing and sustaining foundational language skills:</b> listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to analyze context to distinguish between the denotative and connotative meanings of words.	1	9.2B	R	2	4%
<b>3. Comprehension skills:</b> 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 make inferences and use evidence to support understanding.	1	9.4F	R	3	6%
<b>4. Comprehension skills:</b> 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 evaluate details read to determine key ideas.	1	9.4G	G	2	4%
<b>5. Comprehension skills:</b> 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 synthesize information from two texts to create new understanding.	1	9.4H	H	4	8%
<b>6. Response skills:</b> 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 use text evidence and original commentary to support a comprehensive response.	1	9.5C	R	2	4%
<b>7. Response skills:</b> 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 paraphrase and summarize texts in ways that maintain meaning and logical order.	1	9.5D	R	1	2%
<b>8. Multiple genres:</b> 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 analyze how themes are developed through characterization and plot in a variety of literary texts.	1	9.6A	S	1	2%

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<p><b>10. Multiple genres:</b> 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 analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.</p>	1	9.6C	R	1	2%
<p><b>11. Multiple genres:</b> 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 analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms.</p>	1	9.7B	S	1	2%
<p><b>12. Multiple genres:</b> 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 analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and conclusion.</p>	1	9.7D(i)	R	1	2%
<p><b>13. Multiple genres:</b> 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 analyze characteristics and structural elements of informational texts such as multiple organizational patterns within a text to develop the thesis.</p>	1	9.7D(ii)	S	1	2%
<p><b>14. Author's purpose and craft:</b> 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 analyze the author's purpose, audience, and message within a text.</p>	1	9.8A	R	2	4%
<p><b>15. Author's purpose and craft:</b> 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 analyze use of text structure to achieve the author's purpose.</p>	1	9.8B	S	2	4%
<p><b>16. Author's purpose and craft:</b> 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 evaluate the author's use of print and graphic features to achieve specific purposes.</p>	1	9.8C	S	1	2%
<p><b>17. Author's purpose and craft:</b> 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</p>	1	9.8D	R	2	4%

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craft purposefully in order to develop his or her own products and performances. The student is expected to analyze how the author's use of language achieves specific purposes.					
<b>18. Author's purpose and craft:</b> 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 analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.	1	9.8F	R	2	4%
<b>19. Composition:</b> 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 use appropriate conventions. The student is expected to develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by using an organizing structure appropriate to purpose, audience, topic, and context.	2	9.9B(i)	R	4	8%
<b>20. Composition:</b> 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 use appropriate conventions. The student is expected to develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.	2	9.9B(ii)	R	2	4%
<b>21. Composition:</b> 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 use appropriate conventions. The student is expected to revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.	2	9.9C	R	6	12%
<b>22. Composition:</b> 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 use appropriate conventions. The student is expected to edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.	2	9.9D(i)	R	2	4%
<b>23. Composition:</b> 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 use appropriate conventions. The student is expected to edit drafts using standard English conventions, including consistent, appropriate use of verb tense and active and passive voice.	2	9.9D(ii)	S	1	2%
<b>24. Composition:</b> 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 use appropriate conventions. The student is expected to edit drafts using standard English conventions, including pronoun-antecedent agreement.	2	9.9D(iii)	S	1	2%
<b>25. Composition:</b> listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are	2	9.9D(iv)	S	1	2%

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legible and use appropriate conventions. The student is expected to edit drafts using standard English conventions, including correct capitalization.						
<b>26. Composition:</b> 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 use appropriate conventions. The student is expected to edit drafts using standard English conventions, including punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.		2	9.9D(v)	S	4	8%
<b>27. Composition:</b> 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 use appropriate conventions. The student is expected to edit drafts using standard English conventions, including correct spelling.		2	9.9D(vi)	S	1	2%
<b>28. Composition:</b> listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.		2	9.10B	R	1	2%
		<b>Total</b>		<b>R</b>	31	60%
				<b>S</b>	15	29%
				<b>All</b>	52	100%
<b>Item Types by Point</b>	1-point items (MC & TE Items)			48		
	2-point items (TE Items only)			3		
	10-point item (ECR Item)			1		
	<b>Total</b>			64		

**Note:** **R** = Readiness Standard, **S** = Supporting Standard. Strikethrough text indicates specified content not measured for this assessment. Percentages are rounded to the nearest whole number.

**Reporting Categories:** 1. Reading  
2. Writing

**DAN/STAAR Tech-Enhanced (TE) Items Comparison**

<b>DAN TE Item Type</b>	<b>Definition</b>	<b>STAAR TE Item Type</b>
Multiple Choice ( <b>MC</b> )	Requires students to select one correct answer from several answer choices.	Multiple Choice
Multipart ( <b>MP</b> )	Requires students to answer a two-part question in which Part B provides text evidence for the answer in Part A. Part A and B can be a combination of Multiple Choice and Multiple Response items.	Multipart
Multiple Response ( <b>MR</b> )	Requires students to select two or more correct answers from several answer choices.	Multiselect
Inline Choice ( <b>IC</b> )	Requires students to select the correct response from one or more dropdown menus within the question.	Inline Choice
Constructed Response ( <b>CR</b> )	Student gives a brief explanation in their own words to demonstrate their understanding of content.	Short Constructed Response
Constructed Response ( <b>CR</b> )	Student writes an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus.	Extended Constructed Response