

**2023 STAAR Released Blueprint
Grade 8 Reading Language Arts
Spring, 2023–2024**

Test Code	Year	Form
2081	23	4
Last Revision Date: 10/13/2023		

SE Descriptions	Reporting Category	TEKS/SE	R or S	No. of Items	% of Test
1. 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 use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.	1	8.2A	S	1	2%
2. 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 use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.	1	8.2B	R	1	2%
3. 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 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.	1	8.2C	S	1	2%
4. 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 make connections to personal experiences, ideas in other texts, and society.	1	8.5E	R	3	7%
5. 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 make inferences and use evidence to support understanding.	1	8.5F	R	2	4%
6. 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 evaluate details read to determine key ideas.	1	8.5G	R	1	2%
7. 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 synthesize information to create new understanding.	1	8.5H	R	1	2%
8. 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 use text evidence to support an appropriate response.	1	8.6C	R	2	4%
9. 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 paraphrase and summarize texts in ways that maintain meaning and logical order.	1	8.6D	R	2	4%

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<p>10. 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 analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.</p>	1	8.7C	R	1	2%
<p>11. 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 explain how the setting influences the values and beliefs of characters.</p>	1	8.7D	S	1	2%
<p>12. 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 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.</p>	1	8.8B	S	1	2%
<p>13. 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 analyze characteristics and structural elements of informational text, including multiple organizational patterns within a text to develop the thesis.</p>	1	8.8D(iii)	S	1	2%
<p>14. 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 analyze characteristics and structures of argumentative text by identifying the claim and analyzing the argument.</p>	1	8.8E(i)	R	1	2%
<p>15. 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 analyze characteristics and structures of argumentative text by identifying and explaining the counter argument.</p>	1	8.8E(ii)	R	1	2%
<p>16. 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 analyze characteristics and structures of argumentative text by identifying the intended audience or reader.</p>	1	8.8E(iii)	S	1	2%
<p>17. 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 explain the author's purpose and message within a text.</p>	1	8.9A	R	2	4%

SE Descriptions	Reporting Category	TEKS/SE	R or S	No. of Items	% of Test
18. 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 analyze how the use of text structure contributes to the author's purpose.	1	8.9B	S	1	2%
19. 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 describe how the author's use of figurative language such as extended metaphor achieves specific purposes.	1	8.9D	S	1	2%
20. 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 explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.	1	8.9G	S	1	2%
21. 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 develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.	2	8.10B(i)	R	4	9%
22. 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 develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts, details, and examples.	2	8.10B(ii)	R	1	2%
23. 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 revise drafts for clarity, development, organization, style, word choice, and sentence variety.	2	8.10C	R	4	9%
24. 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 edit drafts using standard English conventions.	2	8.10D	S	1	2%
25. 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 edit drafts using standard	2	8.10D(i)	R	3	7%

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English conventions, including complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.						
26. 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 edit drafts using standard English conventions, including correct capitalization.		2	8.10D(v)	S	2	4%
27. 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 edit drafts using standard English conventions, including punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses.		2	8.10D(vi)	S	2	4%
28. 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 edit drafts using standard English conventions, including correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.		2	8.10D(vii)	S	1	2%
29. Composition: 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, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.		2	8.11B	R	1	2%
		Total		R	30	67%
				S	15	33%
				All	45	100%
Item Types by Point	1-point items (MC & TE Items)			42		
	2-point items (TE Items only)			2		
	10-point item (ECR Item)			1		
	Total			56		

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

DAN TE Item Type	Definition	STAAR TE Item Type
Multiple Choice (MC)	Requires students to select one correct answer from several answer choices.	Multiple Choice
Multiple Response (MR)	Requires students to select two or more correct answers from several answer choices.	Multiselect
Inline Choice (IC)	Requires students to select the correct response from one or more dropdown menus within the question.	Inline Choice
Constructed Response (CR)	Student gives a brief explanation in their own words to demonstrate their understanding of content.	Short Constructed Response
Constructed Response (CR)	Student writes an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus.	Extended Constructed Response