**TEKS—AP—CRS Standards Alignment**

**7th grade**

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| **Texas Essential Knowledge and Skills** | **Advanced Placement Goals and Objectives** | **College Readiness Standards** | **STAAR Reporting Categories** | **Strategies and Activities** | **Sample STAAR Questions** |
| **Reading—the student is expected to…** | | | | | |
| 1—**read** grade-level text with fluency and comprehension and adjust fluency when reading aloud (fluency) | 1. **Read** complex texts with understanding. 2. **Examine** a variety of writers to examine the wealth of approaches to subject and audience that such writers display. 3. **Become** acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading. 4. **Study**, intensively, representative works from various genres and periods, concentrating on works of recognized literary merit. 5. **Develop** a wide-ranging vocabulary used appropriately and effectively. 6. **Develop** a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness. 7. **Read** to become aware of how stylistic effects are achieved by writers’ linguistic choices. 8. **Analyze** and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques. 9. **Read** deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. 10. **Make** careful observations of textual detail. 11. **Draw** from connections a series of inferences leading to an interpretive conclusion about a piece of writing’s meaning and value. 12. **Gain** awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties. 13. **Read** primary and secondary source material carefully, and synthesize material from these texts in student compositions. 14. **Accompany** reading with thoughtful discussion and writing about works in the company of one’s fellow students. 15. **Read** closely from the following perspectives:   • Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.  • Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.  • Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.   1. **Establish** connections among observations. 2. **Use** graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves. 3. **Increase** ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works. 4. **Underscore** the commonalities and distinctive elements of evocative literary language. 5. **Develop** awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times. 6. **Analyze** images as text. | 1. **Locate** explicit textual information, **draw** complex inferences, and **analyze** and **evaluate** the information within and across text of varying lengths. 2. **Use** effective reading strategies to determine written work’s purpose and intended audience. 3. **Use** text features and graphics to form an overview of informational texts and to determine where to locate information. 4. **Identify** explicit and implicit textual information including main ideas and author’s purpose. 5. **Draw** and **support** complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. 6. **Analyze** the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument. 7. **Analyze** imagery in literary texts. 8. **Evaluate** the use of both literal and figurative language to inform and shape the perceptions of readers. 9. **Compare** and **analyze** how generic features are used across texts. 10. **Identify** and **analyze** the audience, purpose and message of an informational or persuasive text. 11. **Identify** and **analyze** how an author’s use of language appeals to the senses, create imagery, and suggests mood. 12. **Identify**, **analyze**, and **evaluate** similarities and differences in how multiple texts present information, argue a position, or relate a theme. 13. **Understand** new vocabulary and concepts and **use** them accurately in reading, speaking, and writing. 14. **Identify** new words and concepts acquired through study of their relationships to other words and concepts. 15. **Apply** knowledge of roots and affixes to infer the meanings of new words. 16. **Use** reference guides to confirm the meanings of new words or concepts. 17. **Describe**, **analyze**, and **evaluate** information within and across literary and other texts from a variety of cultures and historical periods. 18. **Read** a wide variety of texts from American, European, and world literatures. 19. **Analyze** themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature. 20. **Analyze** works of literature for what they suggest about the historical period and culture contexts in which they were written. 21. **Analyze** and **compare** the use of language in literary works from a variety of world cultures. 22. **Explain** how literary and other texts evoke personal experience and reveal character in particular historical circumstances. 23. **Describe** insights gained about oneself, others, or the world from reading specific texts. 24. **Analyze** the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film. | **Reporting Category 1:** Understanding across genres  7.2ABE, 7.7A, 7.9A, Fig. 19F | **Basic Reading Strategy-**  Key word the questions  Set up the passage  Read and annotate  Double check textual evidence  Select Answer |  |
| 2A—**determine** the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes (vocabulary)(R) | **Reporting Category 2:** Comprehension and analysis of literary texts  7.3ABC, 7.4A, 7.5A, 7.6ABC, 7.8A, 7.13AC, Fig. 19DE | **Frame and Name**-use PSRs to determine the meaning of unfamiliar words | Read this information about the origin of the word pathetic. This information helps the reader understand that the word pathetic in paragraph 4 means—  In paragraph 1, the word omission means something that is…  The Latin root testis, meaning “witness,” helps the reader understand that the word testimony in paragraph 2 means…  In paragraph 7, the word restoration means the act of…  The Latin word sidere, meaning “to sink,” helps the reader understand that subsides in paragraph 28 means…  Read this information about the origin of the origin of the word pathetic. This information helps the reader understand that the word pathetic in paragraph 41 means… |
| 2B—**use** context to determine or clarify the meaning of unfamiliar or ambiguous words (vocabulary)(R) | **Reporting Category 3:** Comprehension and analysis of informational texts  7.10ABCD, 7.11AB, 7.12B, 7.13AC, Fig. 19 DE, | **Types of Context Clues-**  Definition  Synonym  Antonym  Gist | Which phrase from paragraph 6 helps the reader understand the meaning of the word grueling in paragraph 7?  What does the word reenactment mean in paragraph 12?  In paragraph 11, the word refuted means…  What does the word flustered mean in paragraph 12?  In paragraph 20, the word waiver means to…  In paragraph 3, the word depicting means to…  What does deviated mean in paragraph 13?  Which phrase from paragraph 6 helps the reader understand the meaning of the word grueling in paragraph 7? |
| 2C—**complete** analogies that describe part to whole and whole to part (vocabulary) |  |  |
| 2D—**identify** the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (vocabulary) |  |  |
| 2E—**use** a dictionary, a glossary, or a thesaurus to determine the meanings, syllabication, pronunciation, alternate words choices, and parts of speech of words (vocabulary)(R) | **Dictionary Races** | Read the dictionary entry for the word disposal. Which meaning of disposal is used in paragraph 3? |
| 3A—**describe** multiple themes in a work of fiction (theme and genre) |  |  |
| 3B—**describe** conventions in myths and epic tales (theme and genre) |  |  |
| 3C—**analyze** how place and time influence the theme or message of a literary work (theme and genre)(S) | **Powerful Reading Words**  **TPCASSSTT**  **DIDLS**  **SIFFTT** | The poet helps the reader understand how it felt to be on the frontier mainly by—  A theme expressed in the story centers on…  What lesson does the narrator learn while spending time with her grandmother?  Which sentence best state the main message of this story? |
| 4—**analyze** the importance of graphical elements on the meaning of a poem (poetry)(S) | **Powerful Reading Words**  **TPCASSSTT**  **DIDLS**  **SIFFTT** | The poet place the words “no visitors at all” on a line by themselves most likely because the words—  What chore do the father and daughter perform in the poem?  Which lines from the poem best suggest that the speaker’s situation is temporary?  The poet reveals the speaker’s feelings mainly by…  Read this line from the poem. The line suggests that at the end of the poem the speaker…  The repetition of the lines … is used to emphasize…  Read line 37 from the poem. From this line, the reader can infer that the speaker feels regret about…  The poet’s use of short sentences helps create the poem’s…  This poem is mostly about a young man who…  The abrupt dialogue in the poem helps convey the idea that the characters are…  What is the most likely reason that the poet uses capitalization in line 67? |
| 5—**explain** a playwright’s use of dialogue and stage direction (drama)(S) | **Powerful Reading Words**  **DIDLS**  **SIFFTT** | The playwright uses the sounds of the rain and thunder throughout the play mainly to—  Read the following line from scene 3 of the play. What is ironic about the parents’ belief that their son is honest?  Erica’s responses in scene 1 are important because they show…  In scene 1, the dialogue between the boy and the banker reveals that the boy…  The playwright uses the stage directions at the end of scene 1 to hint that…  Paragraph 30 is important to the play because it shows that the banker…  Which of the following lines does the playwright include to show that the boy is clever?  The playwright uses the sounds of rain and thunder throughout the play mainly to…  The stage directions and dialogue in paragraph 35 indicate that Erica…  Why does the playwright include the stage directions at the beginning of scene 1?  The playwright uses the stage directions at the beginning and end of scene 2 to highlight that Reggie…  Reggie’s dialogue in paragraphs 5 through 11 suggests that he…  Erica’s dialogue in scene 1 mainly relates the idea that she… |
| 6A—**explain** the influence of the setting on plot development (fiction)(R) | **Powerful Reading Words**  **TPCASSSTT**  **DIDLS**  **SIFFTT** | How does the setting contribute to Kirby’s conflict in the story  How does the setting influence the plot of the story?  The details in paragraph 17 help the reader infer that…  Which sentence foreshadows that Maniac will be successful in untying the knot?  The author uses short sentences in paragraph 21 to help create a feeling of…  Which event from the story shows that Bragger’s attitude about playing basketball is different from Kirby’s?  Read these sentences from the story. Based on these sentences, the reader can conclude that Kirby thinks he…  The author’s use of questions in paragraph 6 helps the reader understand…  Read this excerpt fro the story. Kirby’s thoughts in this excerpt reveal that he… |
| 6B—**analyze** the development of the plot through the internal and external responses of the characters, including their motivations and conflicts (fiction)(R) | **Powerful Reading Words**  **TPCASSSTT**  **DIDLS**  **SIFFTT**  **Plot**  **Character Crew**  **DC-IDC** | The description of Coach Armstrong emphasizes Kirby’s—  Why is the letter important to this story?  Pavel’s interactions with Miklos contributes to the plot by…  Which of these best describes Pavel’s internal conflict in the story?  In paragraph 3, the descriptions of Maniac’s expression uggest that the spectators…  What is the significance of the crowd returning at lunchtime to watch Maniac?  Which sentence best shows that Maniac approaches the challenge of the knot with thoughtfulness? |
| 6C—**analyze** different forms of point of view, including first person, third person omniscient, and third person limited (fiction)(S) | **Powerful Reading Words**  **TPCASSSTT**  **DIDLS**  **SIFFTT** | By using the first-person point of view, the author is able to show—  The point of view from which the story is told gives the reader insight into… |
| 7—**describe** the structural and substantive differences between in autobiography or a diary and a fictional adaptation of it (literary nonfiction)(S) | **Various genre structures** | The author organizes the information in this selection by—  Read this sentence from paragraph 5. The author uses this sentence to explain how her driving lessons…  What can the reader infer about the author’s father?  Why is “jewel bird” an appropriate name for the sleeping bird Nanna and the narrator find?  How does the author reveal Nanna’s reason for getting up early in the morning?  The author includes the question in paragraph 17 most likely to… |
| 8—**determine** the figurative meaning of phrases and **analyze** how an author’s use of language create imagery, appeals to the senses, and suggests mood (sensory language)(R) | **Powerful Reading Words**  **TPCASSSTT**  **DIDLS**  **SIFFTT** | Read these sentences from paragraph 32. The figurative language in these sentences emphasizes that Kirby thinks Coach Armstrong is—  Read this sentence from paragraph 1. In this sentence the author…  The imagery in stanzas 3 and 4 suggests that…  In paragraph 1, which words does the author use to create a gloomy mood?  Read these lines from paragraph 5. The playwright includes these lines to…  Read the following sentence from paragraph 2. The author uses the comparison to help the reader understand…  Read this sentence from paragraph 18. The author uses figurative language in this sentence most likely to…  Read the following lines from the poem. The poet includes these lines most likely to suggest that the speaker…  The imagery in lines 16 through 19 helps the reader understand…  Read this sentence from paragraph 38. The author includes this sentence most likely to show…  The author’s use of similes in paragraph 22 creates a feeling of…  The figurative language in paragraph 20 helps the reader imagine the… |
| 9—**explain** the difference between the theme of a literary work and the author’s purpose in an expository text (culture and history)(S) | **Powerful Reading Words**  **TPCASSSTT**  **DIDLS**  **SIFFTT** | The author wrote this selection most likely to—  Paragraph 3 reveals that the author intends to…  In paragraph 10, Maya included examples in her argument most likely to…  In paragraph 3, the author uses the examples of the 3,000 year old house in Tanis to…  What is the most likely reason that the author has included paragraph 1 in the article?  The author uses a quotation from the movie “Toy Story” in the first paragraph to… |
| 10A—**evaluate** a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning (expository text)(R) | **BME (nonfiction)**  Beginning  Middle  End | Paragraph 7 focuses primarily on—  Paragraph 10 is mainly about…  The main difference between the Sweethearts and most other bands of the 1940s was that the Sweethearts…  Which sentence expresses the main idea of the selection?  The band’s name is significant because it highlights…  Parcak hopes that the use of modern technology in archeology will…  Look at the diagram of information from the article. Which of the following belongs in the empty box?  Paragraph 4 is mainly about…  Which sentence supports the idea that presidents feel comfortable aboard Air Force One? |
| 10B—**distinguishing** factual claims from commonplace assertions and opinions (expository text)(S) | **Powerful Reading Words**  **Basic Literary Terms to Know** | Which sentences from the selection states an opinion?  Which of these conclusions about Homan Walsh is supported by paragraph 9?  Which sentence from the selection helps explain why the Sweethearts become successful?  Based on the selection, why did the Sweethearts stop playing together?  A documentary film about the international Sweethearts of Rhythm was made most likely because the band…  In paragraph 5, the examples of lost cities suggest that a major role of an archeologist is to…  Which sentence from the selection suggests that the author think CyArk’s work is important?  In paragraph 3, the author compares Air Force One with a standard Boening 747 in order to…  Which sentence support the idea that goods were in demand during the Klondike gold rush?  The reader can conclude that Belinda Mulroney’s first restaurant…  Which experience contributed most the Pixar team’s success in the film industry?  Which sentence from the selection explains why Pixar became involved in the film industry?  Which sentence expresses an opinion?  Which sentence from the selection states an opinion? |
| 10C—**use** different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text (expository text)(R) | **Genre Structure** | The author organizes the selection by—  How is this selection organized? |
| 10D—**synthesize** and **make** logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence (expository text)(R) | **Basic Literary Terms to Know**  **TPCASSSTT**  **SIFFTT**  **DIDLS**  **TTRAPS**  **OPTIC**  **Venn** | Which of these ideas is reinforced throughout the selection?  Based on the information in the selection, which of these would CyArk most likely digitally preserve?  Read these sentences from the selection. What idea does the author communicate with these sentences?  Which of these ideas is reinforced throughout the selection?  How does the author support the claim that Pixar set the standard for animated films? |
| 11A—**analyze** the structure of the central argument in contemporary policy speeches and identify the different types of evidence used to support the argument (persuasive text)(S) | **Basic Literary Terms to Know**  **TTRAPS**  **SMELL**  **OPTIC** | The author of this selection thinks that—  Why does Luka mention Jesse Martin in paragraph 7?  Both Luka and Maya agree that…  What idea is suggested by the information in each section of the table titled “FACT BOX: Laura Dekker?” |
| 11B—**identify** such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts (persuasive texts)(S) | **Basic Literary Terms to Know**  **TTRAPS**  **SMELL**  **OPTIC** | Which idea from paragraph 6 does the author base on an assumption?  Which of Maya’s statements is an example of stereotyping? |
| 12A—**follow** multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures (procedural texts) |  |  |
| 12B—**explain** the function of the graphical components of a text (procedural texts)(S) | **OPTIC** | The map is included in the selection most likely to—  According to the information in “Consider This,” when does a spider construct most of its web?  In “Consider This,” how do the two photographs differ from the three drawings?  The table titled, “Current Records Chart,” has been included in the selection most likely to…  The primary purpose of the Air Force One diagram is to… |
| 13A—**interpret** both explicit and implicit messages in various forms of media (media literacy)(S) | **OPTIC** | The photographs are included to support which idea?  The image below paragraph 1 I included in the selection most likely to…  The images included with the article help the reader understand…  The photograph is included in the selection most likely to show… |
| 13B—**interpret** how visual and sound techniques influence the message (media literacy) |  |  |
| 13C—**evaluate** various ways media influences and informs audiences (media literacy)(S) | **OPTIC** | Which emotion is the photograph most likely intended to evoke in the reader? |
| 13D—**assess** the correct level of formality and tone for successful participation in various digital media (media literacy) |  |  |
| Fig. 19A—**establish** purpose for reading selected texts to enhance comprehension (reading comprehension—RC) |  |  |
| Fig. 19B—**ask** literal, interpretive, evaluative, and universal questions (reading comprehension—RC) |  |  |
| Fig. 19C—**monitor** and **adjust** comprehension (eg., using background knowledge; creating sensory images; rereading a portion aloud; generating questions (reading comprehension—RC) |  |  |
| Fig. 19D—**make** inferences about text and use textual evidence to support understanding (reading comprehension—RC)(R) | **T{CASSSTT**  **SIFTT**  **DIDLS**  **TTRAPS**  **SMELL**  **OPTIC** | Which sentence supports the idea that goods were in demand during the Klondike gold rush?  A theme expressed in the story centers on…  What lesson does the narrator learn while spending time with her grandmother?  Which sentence best state the main message of this story?  What chore do the father and daughter perform in the poem?  Which lines from the poem best suggest that the speaker’s situation is temporary?  The poet reveals the speaker’s feelings mainly by…  Read this line from the poem. The line suggests that at the end of the poem the speaker…  The repetition of the lines … is used to emphasize…  Read line 37 from the poem. From this line, the reader can infer that the speaker feels regret about…  The poet’s use of short sentences helps create the poem’s…  Read the following line from scene 3 of the play. What is ironic about the parents’ belief that their son is honest?  Erica’s responses in scene 1 are important because they show…  The details in paragraph 17 help the reader infer that…  Which sentence foreshadows that Maniac will be successful in untying the knot?  The author uses short sentences in paragraph 21 to help create a feeling of…  Which event from the story shows that Bragger’s attitude about playing basketball is different from Kirby’s?  Read these sentences from the story. Based on these sentences, the reader can conclude that Kirby thinks he…  The author’s use of questions in paragraph 6 helps the reader understand…  Read this excerpt fro the story. Kirby’s thoughts in this excerpt reveal that he…  Read this sentence from paragraph 5. The author uses this sentence to explain how her driving lessons…  What can the reader infer about the author’s father?  Why is “jewel bird” an appropriate name for the sleeping bird Nanna and the narrator find?  How does the author reveal Nanna’s reason for getting up early in the morning?  The author includes the question in paragraph 17 most likely to…  Read this sentence from paragraph 1. In this sentence the author…  The imagery in stanzas 3 and 4 suggests that…  In paragraph 1, which words does the author use to create a gloomy mood?  The author wrote this selection most likely to—  Paragraph 3 reveals that the author intends to…  In paragraph 10, Maya included examples in her argument most likely to…  In paragraph 3, the author uses the examples of the 3,000 year old house in Tanis to…  What is the most likely reason that the author has included paragraph 1 in the article?  The author uses a quotation from the movie “Toy Story” in the first paragraph to…  Which of these conclusions about Homan Walsh is supported by paragraph 9?  Which sentence from the selection helps explain why the Sweethearts become successful?  Based on the selection, why did the Sweethearts stop playing together?  A documentary film about the international Sweethearts of Rhythm was made most likely because the band…  In paragraph 5, the examples of lost cities suggest that a major role of an archeologist is to…  Which sentence from the selection suggests that the author think CyArk’s work is important?  In paragraph 3, the author compares Air Force One with a standard Boening 747 in order to…  Which sentence support the idea that goods were in demand during the Klondike gold rush?  The reader can conclude that Belinda Mulroney’s first restaurant…  Which experience contributed most the Pixar team’s success in the film industry?  Which sentence from the selection explains why Pixar became involved in the film industry?  Why does Luka mention Jesse Martin in paragraph 7?  Both Luka and Maya agree that…  What idea is suggested by the information in each section of the table titled “FACT BOX: Laura Dekker?”  The map is included in the selection most likely to—  According to the information in “Consider This,” when does a spider construct most of its web?  In “Consider This,” how do the two photographs differ from the three drawings?  The table titled, “Current Records Chart,” has been included in the selection most likely to…  The primary purpose of the Air Force One diagram is to…  The photographs are included to support which idea?  The image below paragraph 1 I included in the selection most likely to…  The images included with the article help the reader understand…  The photograph is included in the selection most likely to show… |
| Fig. 19E—**summarize**, **paraphrase**, and **synthesize** texts in ways that maintain meaning and logical order within a text and across texts (reading comprehension—RC)(R) | **SWBST**  **BME** | Which is the best summary of the story?  This poem is mostly about a young man who…  Which is the best summary of the article? |
| Fig. 19F—**make** connections (e.g., thematic link, author analysis) between and across multiple texts of various genres, and provide textual evidence (reading comprehension—RC)(R) | **Basic Literary Terms to Know**  **TTRAPS**  **SMELL**  **OPTIC**  **TPCASSSTT**  **SIFTT**  **DIDLS** | Dr. Sarah Parcak and Ben Kacyra would most likely agree about the importance of—  Which of these best describes what the author of “Car Talk” and Brandy in “Needed” gain from the experience of driving?  How does the author of “Car Talk” differ from Brandy in “Needed?”  Read line 7 of the poem. Which excerpt from “Car Talk” best matches the feeling expressed by the speaker in line 7 of the poem?  How does “Car Talk” differ from “Needed?”  How are the fathers in “Car Talk” and “Needed” presented differently?  How are the purposes of the technologies described in the selections different?  What is similar about the types of technology discussed in the selections?  Both Dr. Sarah Prcak and Ben Kacyra are interested in sites…  What is one difference between the selections?  How are the selections and the poem different?  An idea explored in both the selection and the poem is that gold mining…  Who profited from the Yukon gold rush in the same way as the speaker in the poem?  Read these lines from the poem. Which sentence from the selection best matches an idea presented in these lines?  Read line 14 from the poem. Which sentence from the selection best matches the feeling expressed by the speaker in line 14 of the poem? |
| **Writing—the student is expected to…** | | | | | |
| 14B—**develop** drafts by choosing an appropriate organizational strategy and building on ideas to create a focused, organized, and coherent piece of writing (writing process)(R) |  |  | **Reporting Category 2:** Revising  7.14C, 7.17Ai-v, 7.18AC | **Trigger Words**  **Prompt Analysis**  **Outlines**  **Keyhole** | Write an essay explaining the importance of having a good friend.  Write an explaining whether you should be an individual. |
| 14C—**revise** drafts to ensure precise word choice and vivid image; consistent point of view; use of simple, compound , and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed (writing process)(R) | **Reporting Category 3:**  Editing  7.14D, 7.19Ai-viiBC, 7.20ABi-ii, 7.21A | **Baseball**  **Synonym Sort**  **Sentence Variation Models**  **SCAM** | Write an essay explaining the importance of having a good friend.  Write an explaining whether you should be an individual.  What change if any should be made to sentence 19?  Justin wants to improve his introduction. How can he rewrite sentence 6 to provide more detail and imagery?  What is the best revision to make in sentence 13?  Just can improve the clarity of sentence 22 by changing it to…  Just has used a poor choice of words in sentence 24. He should change stuff to…  Miles did not choose the most effective words in sentence 24. What is the best change for him to make in this sentence?  Joe did not maintain a consistent point of view in the first paragraph of this paper. What revision should he make in sentence 5 to correct this problem?  Sentence 6 is unclear because Kayla ha chosen as inappropriate word. What change should Kayla make in this sentence?  Grace would like to add a transition word or phrase to help readers move from sentence 15 to sentence 16. Which of these is the most effective transition to add to the beginning of sentence 16?  What is the most effective transition word or phrase to add to the beginning of sentence 8?  Sierra would like to add the following detail to the third paragraph (sentences 10-14). Where is the best place to insert this sentence?  What is the most effective revision to make in sentence 17?  In sentence 27, Sierra does not think that sane is the best word to use. Which of the following would be a more effective word to use in this sentence?  Sentence 25 lacks clarity. What is the most effective change to make to improve the clarity of this sentence?  What is the most effective way to combine sentences 26 and 27?  The meaning of sentence 29 is unclear. What is the best change to make in this sentence to improve its clarity?  Sierra would like to add a sentence to bring her story to a more effective close. Which sentence could she add after sentence 42 to help achieve this goal? |
| 14D—**edit** drafts for grammar, mechanics, and spelling (writing process)(R) | **CUPS**  **Binder** | Write an essay explaining the importance of having a good friend.  Write an explaining whether you should be an individual.  What change, if any, should be made in sentence…(we to they)  What change, if any, should be made in sentence…(intentional to intentionally)  What change, if any, should be made in sentence…(it’s to its)  What change, if any, should be made in sentence…(breath to breathe)  What change, if any, should be made in sentence…(there to their)  What change, if any, should be made in sentence…(no change)  What change, if any, should be made in sentence…(then to than)  What change, if any, should be made in sentence…(it to them)  What change, if any, should be made in sentence…(severity to severe)  What change, if any, should be made in sentence…(starred to stared)  What change, if any, should be made in sentence…(your to you’re)  What change, if any, should be made in sentence…(I to me)  What change, if any, should be made in sentence…(it’s to its)  What change, if any, should be made in sentence…(no change)  What change, if any, should be made in sentence…(delete hardly)  What change, if any, should be made in sentence…(there to their)  What change, if any, should be made in sentence…(then to than)  What change, if any, should be made in sentence…(them to it)  What change, if any, should be made in sentence…(good to well)  What change, if any, should be made in sentence…(allowed to aloud) |
| 14E—**revise** final draft in response to feedback from peers and teacher and publish written work for appropriate audiences (writing process) |  |  |
| 15Ai-v—**write** an imaginative story that sustains reader interest, includes well-paced action and an engaging story line, creates a specific, believable setting through the use of sensory details, develops interesting character, and uses a range of literary strategies and devices to enhance the style and tone (literary texts) |  |  |
| 15Bi-iii—**write** a poem using poetic techniques, figurative language, and graphic elements (literary texts) |  |  |
| 16—**write** a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences (writing) |  |  |
| 17Ai-v—**write** multi-paragraph essay to convey information about a topic presents effective introductions and concluding paragraphs, contains a clearly stated purpose or controlling idea, is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies, accurately synthesizes ideas from several sources, uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs (expository and procedural texts)(R) | **Stick It**  **Synonym Sort**  **Outline**  **Keyhole**  **SCAM/CUPS**  **Trigger Words**  **Baseball**  **Sentence Variation Models**  **Sentence Construction with a Purpose** | Write an essay explaining the importance of having a good friend.  Write an essay explaining whether you should be an individual.  Write an essay explaining whether it is important to laugh.  In sentence 5, Nick has not offered a strong controlling idea, or a thesis statement. Which revision of sentence 5 creates the most effective thesis for this paper?  Nikki needs to establish a more effective controlling idea in her paper. Which rewrite of sentence 8 can best accomplish this goal?  What is the best revision to make in sentence 13?  Nikki would like to add a phrase to the beginning of sentence 14 help transition from the third paragraph (sentence 9-13) to the fourth paragraph (sentences 14-17). Which of the following could Nikki add to the beginning of the sentence 14 to achieve this goal?  What is the best way to combine sentence 16 and 17?  Miles would like to add the following detail to the second paragraph (sentences 6-15). Where is the best place to insert this sentence?  Miles is concerned that there is a sentence in the third paragraph (sentences 16-22) that does not add anything to this paper. Which sentence should Miles delete from this paper?  Miles is not pleased with the way he ended his paper. He would like to delete sentences 28 and 29 and replace them with sentences that would bring the paper to a better close. Which of the following could best close this paper?  Joe wants to provide a better closing for the second paragraph (sentences 6-10). Which of these could be added after sentence 10 to more effectively close this paragraph?  Joe would like to add a sentence to support the idea he has presented in sentence 14. Which of these could best follow and support sentence 14?  Grace wants to end her paper with a quotation from Bindi Irwin. Which of these quotations could follow sentence 21 and most effectively close this paper?  Nick would like to add a sentence to help with the transition between the fifth paragraph (sentences 21-28) and the sixth paragraph (sentences 29-32). Which sentence should Nick add to the beginning of the sixth paragraph, just before sentence 29? |
| 17B—**write** a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context (expository and procedural texts) |  |  |
| 17C—**write** responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate (expository and procedural texts) |  |  |
| 17D—**produce** a multimedia presentation involving texts and graphics using available technology (expository and procedural texts) |  |  |
| 18A—**establishes** a clear thesis or position (persuasive texts)(S) | **Formula** | Henry has not stated a clear position in this paper. Which sentence could BEST follow sentence 8 and serve as a position statement for this paper?  Justin would like to add the following sentence to the fourth paragraph (sentences 10-16). Where is the best place to insert this sentence?  Justin would like to tell more about the idea he expressed in sentence 21. Which sentence could best follow and support sentence 21?  Kayla wants to provide a better closing sentence for the third paragraph (sentences 12-16). Which of these could replace sentence 16 and improve the closing of eh paragraph?  Kayla needs more support for the idea she is presenting in the fourth paragraph (sentences 17-19). Which two sentences could best follow 18 and help develop the main idea of this paragraph?  Which sentence could best follow sentence 14 and support the ideas in this paragraph? |
| 18B—**considers** and **responds** to the views of others and anticipates and answers reader concerns and counter-arguments (persuasive texts) |  |  |
| 18C—**includes** evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion (persuasive texts)(S) | **Rhetorical Appeals**  **Claims**  **Bias**  **20 Persuasive Techs** | Write an essay explaining the importance of having a good friend.  Write an explaining whether you should be an individual.  Which sentence could BEST follow sentence 14 and support the ideas in this paragraph? |
| **Oral and Written Conventions—the student is expected to…** | | | | | |
| 19Ai-viii—**identify**, **use**, and **understand** the function of the following parts of speech in the context of reading, writing, and speaking, verbs (perfect and progressive tenses) and participles, appositive phrases, adverbial and adjectival phrases and clause, conjunctive adverbs, prepositions and prepositional phrases and their influence on subject-verb agreement, relative pronouns, subordinating conjunctions, transitions for sentence to sentence or paragraph to paragraph coherence (conventions)(S) | 1. **Reflect** on the link between grammar and style. 2. **Enhance** ability to use grammatical conventions appropriately and develop stylistic maturity in writing. 3. **Identify** and **practice** writers’ strategies. 4. **Produce** imitation exercises, journals, collaborative writing, and in-class responses. 5. **Apply** effective writing strategies and techniques. 6. **Construct** essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis. 7. **Increase** ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works. 8. **Incorporate** subordinate and coordinate constructions in a variety of sentence structures. 9. **Compose** essays with a variety of sentence structures, including appropriate use of subordination and coordination. 10. **Demonstrate** understanding and mastery of standard written English as well as stylistic maturity. 11. **Write** essays that proceed through several stages or drafts, with revision aided by teacher and peers. 12. **Develop** and **organize** ideas in clear, coherent, and persuasive language. 13. **Write** thoughtfully and reflectively about composition process. | This area is not addressed in the College Readiness Standards for English/Language Arts. | **Reporting Category 2:** Revising  7.14C, 7.17Ai-v, 7.18AC | **Binder**  **Bell-Ringer**  **Killgallon**  **Manipulative**  **Diagramming**  **Sen Gram**  **Digital Files** | What change, if any, should be made in sentence…(is causing to are causing)  What change, if any, should be made in sentence…(were also doing to are also doing)  What change, if any, should be made in sentence…(were transferred to was transferred)  What change, if any, should be made in sentence…(sinked to sank)  What change, if any, should be made in sentence…(decide to decided)  What change, if any, should be made in sentence…(was to were)  What change, if any, should be made in sentence…(seems to seemed) |
| 19B—**write** complex sentences and differentiate between main versus subordinate clauses (conventions)(S) | **Reporting Category 3:**  Editing  7.14D, 7.19Ai-viiBC, 7.20ABi-ii, 7.21A | **Binder**  **Bell-Ringer**  **Killgallon**  **Manipulative**  **Diagramming**  **Sen Gram**  **Digital Files** |  |
| 19C—**use** a variety of complete sentences that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses (conventions)(R) | **Binder**  **Bell-Ringer**  **Killgallon**  **Manipulative**  **Diagramming**  **Sen Gram**  **Digital Files** | What is the correct way to write sentences… |
| 20A—**use** conventions of capitalization (conventions)(R) | **Binder**  **Bell-Ringer**  **Killgallon**  **Manipulative**  **Diagramming**  **Sen Gram**  **Digital Files** | What change, if any, should be made in sentence…(mom and dad to Mom and Dad)  What change, if any, should be made in sentence…(Person’s to person’s)  What change, if any, should be made in sentence…(didn’t to Didn’t)  What change, if any, should be made in sentence…(Captains to captains)  What change, if any, should be made in sentence…(Mom to mom)  What change, if any, should be made in sentence…(dry cleaners to Dry Cleaners)  What change, if any, should be made in sentence…(Contains to contains) |
| 20Bi-ii—**recognize** and **use** punctuation marks including: commas after introductory words, phrases, and clauses, and semi-colons, colons, and hyphens (conventions)(S) | **Binder**  **Bell-Ringer**  **Killgallon**  **Manipulative**  **Diagramming**  **Sen Gram**  **Digital Files** | What change, if any, should be made in sentence…(insert a comma after finger)  What change, if any, should be made in sentence…(girls to girl’s)  What change, if any, should be made in sentence…(change the comma after over to a semicolon)  What change, if any, should be made in sentence…(insert a comma after me)  What change, if any, should be made in sentence…(insert quotation marks at the end of the sentence)  What change, if any, should be made in sentence…(mothers’ to mother’s)  What change, if any, should be made in sentence…(keeper’s to keepers)  What change, if any, should be made in sentence…(insert a comma after looked )  What change, if any, should be made in sentence…(no change)  What change, if any, should be made in sentence…(insert quotation marks after the exclamation point)  What change, if any, should be made in sentence…(insert a comma after combinations)  What change, if any, should be made in sentence…(insert quotation marks at the end of the sentence)  What change, if any, should be made in sentence…(todays’ to today’s)  What change, if any, should be made in sentence…(insert a comma after mine) |
| 21A—**spell** correctly, including using various resources to **determine** and **check** correct spellings (spelling conventions)(R) | **Binder**  **Bell-Ringer**  **Killgallon**  **Manipulative**  **Diagramming**  **Sen Gram**  **Digital Files**  **Spelling Power** | What change, if any, should be made in sentence…(sensative to sensitive)  What change, if any, should be made in sentence…(elementery to elementary)  What change, if any, should be made in sentence…(seprate to separate)  What change, if any, should be made in sentence…(lifes to lives)  What change, if any, should be made in sentence…(determinned to determined)  What change, if any, should be made in sentence…(embarressed to embarrassed)  What change, if any, should be made in sentence…(excavatted to excavated)  What change, if any, should be made in sentence…(permanant to permanent)  What change, if any, should be made in sentence…(fawcet to faucet)  What change, if any, should be made in sentence…(interupting to interrupting)  What change, if any, should be made in sentence…(breif to brief)  What change, if any, should be made in sentence…(irruption to eruption) |
| **Research—The student is expected to…** | | | | | |
| 22A—**brainstorm**, **consult** with others, **decide** upon a topic, and **formulate** a major research question to address the major research topic (research plan) | 1. **Conduct** informed research and **synthesize** varied sources (to evaluate, cite, and utilize source materials). 2. **Produce** projects that call on evaluation of the legitimacy and purpose of sources used. 3. **Read** primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors (CSE). 4. **Produce** projects that call on evaluation of the legitimacy and purpose of sources used. | 1. **Formulate** topic and questions. 2. **Formulate** research questions. 3. **Explore** a research topic. 4. **Refine** research topic and **devise** a timeline for completing work. 5. **Select** information from a variety of sources. 6. **Gather** relevant sources. 7. **Evaluate** the validity and reliability of sources. 8. **Synthesize** and **organize** information effectively. 9. **Use** source material ethically. 10. **Produce** and **design** a document. 11. **Design** and **present** an effective product. 12. **Use** source material ethically. |  | **New research forms and projects** |  |
| 22B—**apply** steps for obtaining and evaluating information from a wide variety of sources and **create** a written plan after preliminary research in reference works and additional text searches (research plan) |  |  |
| 23A—**follow** the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies (gathering sources) |  |  |
| 23B—**categorize** information thematically in order to see the larger constructs inherent in the information (gathering sources) |  |  |
| 23C—**record** bibliographic information for all notes and sources according to a standard format (gathering sources) |  |  |
| 23D—**differentiate** between paraphrasing and plagiarism and **identify** the importance of citing valid and reliable sources (gathering sources) |  |  |
| 24A—**narrow** or **broaden** the major research question, if necessary, based on further research and investigation (synthesizing information) |  |  |
| 24B—**utilize** elements that demonstrate the reliability and validity of the sources used and explain why one source is more useful than another (synthesizing information) |  |  |
| 25A—**draws** conclusions and **summarizes** or **paraphrases** the findings in a systematic way (organizing and presenting ideas) |  |  |
| 25B—**marshals** evidence to explain the topic and gives relevant reasons for conclusions (organizing and presenting ideas) |  |  |
| 25C—**presents** the findings in a meaningful format (organizing and presenting ideas) |  |  |
| 25D—**follows** accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas (organizing and presenting ideas) |  |  |
| **Listening, Speaking, and Teamwork—the student is expected to…** | | | | | |
| 26A—**listen** to and **interpret** a speaker’s purpose by explaining the content, evaluating the delivery of the presentations, and asking questions or making comments about the evidence that supports a speaker’s claim (listening) | The AP English course description does not identify specific goals or expectations directly related to the listening or speaking or teamwork strands of the TEKS. | Speaking:   1. **Understand** the elements of communication both in informal group discussions and formal presentations. 2. **Understand** how style and content of spoken language varies in different contexts and influences the listener’s understanding. 3. **Adjust** presentation to particular audiences and purposes. 4. **Develop** effective speaking styles for both group and one-on-one situations. 5. **Participate** actively and effectively in one-on-one communication situations. 6. **Participate** actively and effectively in group discussions. 7. **Plan** and **deliver** focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.   Listening:   1. **Apply** listening skills as an individual and as a member of a group in a variety of settings. 2. **Analyze** and **evaluate** the effectiveness of a public presentation. 3. **Interpret** a speaker’s message; identify the position taken and the evidence in support of that position. 4. **Use** a variety of strategies to enhance listening comprehension. 5. **Listen** effectively in informal and formal situations. 6. **Listen** critically and **respond** appropriately to presentations. 7. **Listen** actively and effectively in one-on-one communication situations. 8. **Listen** actively and effectively in group discussions. |  |  |  |
| 26B—**follow** and **give** complex oral instructions to perform specific tasks, answer questions, or solve problems (listening) |  |  |
| 26C—**draw** conclusions about the speaker’s message by considering verbal communication and nonverbal cues (listening) |  |  |
| 27—**present** a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively (speaking) |  |  |
| 28—**participate** productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues (teamwork) |  |  |

Red=Readiness SE

Blue=Supporting SE