

Alignment to the Texas Essential Knowledge and Skills for Grades 1-12



September 2020

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

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Grade 1 - Author's purpose and craft

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Author's purpose and craft				
1.10.A	Discuss the author's purpose for writing text.	Standard met in SeeReader, Writing Prompts	Read these two sentences from the selection. The second sentence	Select two Non-fiction texts that use different types of text structure to present information. Explain why the author's of each selection would chose one kind of structure rather than the other.
1.10.B	Discuss how the use of text structure contributes to the author's purpose.	Standard met in SeeReader, Writing Prompts	A narrator is someone who tells a story. Who is the narrator of this selection?	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
1.10.C	Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.	Standard met in SeeReader, Writing Prompts	Read these two sentences from the selection. The second sentence	Select two Non-fiction texts that use different types of text structure to present information. Explain why the author's of each selection would chose one kind of structure rather than the other.

Grade 1 - Developing and sustaining foundational language skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Beginning reading and writing				
1.2.B.vi	Demonstrate and apply phonetic knowledge by: identifying and reading at least 100 high-frequency words from a research-based list.	Standard met in SeeReader, ReadAround	Aligned with Program Component(s)	
1.2.C.iv	Demonstrate and apply spelling knowledge by: spelling high-frequency words from a research-based list.	Standard met in SeeReader, ReadAround	Aligned with Program Component(s)	

Grade 1 - Comprehension skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Comprehension skills				
1.6.B	Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.	Standard met in SeeReader, Writing Prompts	When did Rochelle first play chess?	Explain when and where a selection takes place. What clues help you determine that information?
1.6.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance.	Standard met in SeeReader, Writing Prompts	Reread this part of the selection. What would probably happen if the creatures simply told Odon, "You are not the boss of us"?	What makes people or characters do the things they do? Use details from a selection you have read, as well as your reasoning skills, to support your answer.
1.6.D	Create mental images to deepen understanding with adult assistance.	Standard met in SeeReader, Writing Prompts	Read this part from the selection. What is the most likely reason this kind of unicycle is called a "giraffe"?	Find examples in five selections of words that describe things you can hear, see, or touch.
1.6.E	Make connections to personal experiences, ideas in other texts, and society with adult assistance.	Standard met in SeeReader, Writing Prompts	At the end of the selection, how does Ethan feel?	Describe how you felt when you read a selection. Were you happy, sad, or did you feel something else? Explain why the selection made you feel this way.
1.6.F	Make inferences and use evidence to support understanding with adult assistance.	Standard met in SeeReader, Writing Prompts	The fox did not want to tell the cat about his tricks. Why?	What clues in the selection let you know that a character was good or evil?
1.6.G	Evaluate details to determine what is most important with adult assistance.	Standard met in SeeReader, Writing Prompts	According to this selection, a cake mix is helpful because it	Describe two important details that support the main idea of a selection and two other details that are not important to the main idea.
1.6.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 1 - Response skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Response skills				
1.7.A	Describe personal connections to a variety of sources.	Standard met in SeeReader, Writing Prompts	At the end of the selection, how does Ethan feel?	Describe how you felt when you read a selection. Were you happy, sad, or did you feel something else? Explain why the selection made you feel this way.
1.7.C	Use text evidence to support an appropriate response.	Standard met in SeeReader, Writing Prompts	Which statement best describes the author's opinion about competition?	Explain how you can tell if an author is writing about something real or make-believe in a selection. Use examples from at least four selections you have read to support your argument.
1.7.D	Retell texts in ways that maintain meaning.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
1.7.E	Interact with sources in meaningful ways such as illustrating or writing.	Standard met in SeeReader, Writing Prompts, Skill Worksheets		Aligned with Program Component(s)

Grade 1 - Multiple genres

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary elements				
1.8.B	Describe the main character(s) and the reason(s) for their actions.	Standard met in SeeReader, Writing Prompts	Read this part from the story. Which character says, "And you have a wonderful fish?"	Think about a character in one of the selections you read. Write a short speech that tells about only the good things about the character. Then write a second short speech that tells only the bad things about the character.
1.8.D	Describe the setting.	Standard met in SeeReader, Writing Prompts	Where does this selection take place?	Explain when and where a selection takes place. What clues help you determine that information?
Genres				
1.9.A	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.	Standard met in SeeReader, Writing Prompts	This selection is mainly	How do you know if a text is fiction or non-fiction? Provide examples from texts you have read to support your ideas.
1.9.C	Discuss elements of drama such as characters and setting.	Standard met in SeeReader, Writing Prompts	When did Rochelle first play chess?	Explain when and where a selection takes place. What clues help you determine that information?
1.9.D.i	Recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance.	Standard met in SeeReader, Writing Prompts	This selection is mainly about	Use a story map to show the main idea and its supporting details in a selection.

Grade 2 - Author's purpose and craft

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Author's purpose and craft				
2.10.E	Identify the use of first or third person in a text.	Standard met in SeeReader, Writing Prompts	This selection is	Describe the difference between a biography and an autobiography. Tell about selections you read that are examples of each genre, and explain what clues in the text let you identify the genre.
2.10.F	Identify and explain the use of repetition.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, the color gray is repeated to give the idea that Aunt Em and Uncle Henry are	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.

Grade 2 - Composition

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Writing process				
2.11.D.iv	Edit drafts using standard English conventions, including: adjectives, including articles.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
2.11.D.v	Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey place.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

Grade 2 - Developing and sustaining foundational language skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary				
2.3.B	Use context within and beyond a sentence to determine the meaning of unfamiliar words.	Standard met in SeeReader, Writing Prompts	Read this part from the selection. The word "produce" means	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
2.3.C	Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.	Standard met in ReadAround	Aligned with Program Component(s)	
2.3.D	Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	Standard met in SeeReader, Writing Prompts	Read this part from the selection. The word "produce" means	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Grade 2 - Comprehension skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Comprehension skills				
2.6.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
2.6.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts	Read this part from the selection. Which sentence explains why Mom needed to build shelves?	Write three "why" questions about a selection and provide evidence from the text on how those questions should be answered.
2.6.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	Think about the end of this selection. What would most likely happen next?	Tell about two clues in the selection that helped you figure out the ending.
2.6.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	The legend of the three sisters describes one of the sisters as having a "green dress and golden hair." What is this phrase describing?	Authors often use words in the same way artists use paints to create a picture. Describe how an author used words in this way in a selection you read.
2.6.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	Read this part from the selection. Why did the author use the word "sighed" in this part?	List all the things you like about a selection. Then explain which of these reasons are based on fact and which are based on opinion.
2.6.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	Think about the end of this selection. What would most likely happen next?	Tell about two clues in the selection that helped you figure out the ending.
2.6.G	Evaluate details read to determine key ideas.	Standard met in SeeReader, Writing Prompts	Think about what you read in this selection. Which two of the following statements about Thomas Jefferson are correct?	Describe a selection that did not seem real in the beginning but made sense in the end. What did the author do to change your view?
2.6.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	Standard met in SeeReader, Writing Prompts	Look at this image. How is it connected to the selection?	In what ways can maps help you to better understand the main idea and supporting details of a selection?

Grade 2 - Response skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Response skills				
2.7.A	Describe personal connections to a variety of sources.	Standard met in SeeReader, Writing Prompts	Read this part from the selection. Why did the author use the word "sighed" in this part?	List all the things you like about a selection. Then explain which of these reasons are based on fact and which are based on opinion.
2.7.D	Retell and paraphrase texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	The people in the Native American tribe thought that Big Chief North Wind would be angry	Write an email to a friend and describe a selection you read.

Grade 2 - Multiple genres

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary elements				
2.8.A	Discuss topics and determine theme using text evidence with adult assistance.	Standard met in SeeReader, Writing Prompts	The selection says Arion was good at doing two things. What are they?	What lesson (or lessons) did you learn from the selection?
2.8.B	Describe the main character's (characters') internal and external traits.	Standard met in SeeReader, Writing Prompts	Which character in the selection said, "If you want to see a sleeping dragon, there is only one thing you can do"?	Who is the main character in the selection and why is this character so important?
2.8.C	Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.	Standard met in SeeReader, Writing Prompts	Put these events from the selection in the order in which they occurred, from first to last.	Describe a selection's beginning, middle, and end.
Genres				
2.9.A	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.	Standard met in SeeReader, Writing Prompts	This selection is best described as	How do you know if a text is fiction or non-fiction? Provide examples from texts you have read to support your ideas.
2.9.D.i	Recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance.	Standard met in SeeReader, Writing Prompts	Read this excerpt. What does it tell you about the people of ancient Rome?	Describe the clues in a selection that helped you determine the selection's main idea.
2.9.D.ii	Recognize characteristics and structures of informational text, including: features and graphics to locate and gain information.	Standard met in SeeReader, Writing Prompts	Look at this image. Based on what you read, this tiger is most likely	Can an image help you understand a selection's main idea or theme? Choose two selections you read and explain how the image did or did not help you understand the selection.
2.9.D.iii	Recognize characteristics and structures of informational text, including: organizational patterns such as chronological order and cause and effect stated explicitly.	Standard met in SeeReader, Writing Prompts	According to this selection, which of the following is true about plants?	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
2.9.E.i	Recognize characteristics of persuasive text, including: stating what the author is trying to persuade the reader to think or do.	Standard met in SeeReader, Writing Prompts	In this excerpt, why does the author say that dogs "are not cotton or flour"?	List all the things you like about a selection. Then explain which of these reasons are based on fact and which are based on opinion.
2.9.E.ii	Recognize characteristics of persuasive text, including: distinguishing facts from opinion.	Standard met in SeeReader, Writing Prompts	In this excerpt, why does the author say that dogs "are not cotton or flour"?	List all the things you like about a selection. Then explain which of these reasons are based on fact and which are based on opinion.
2.9.F	Recognize characteristics of multimodal and digital texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 3 - Author's purpose and craft

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Author's purpose and craft				
3.10.A	Explain the author's purpose and message within a text.	Standard met in SeeReader, Writing Prompts	The author wrote this selection mainly to	Write a letter to a friend that convinces him or her to read a selection you enjoyed. Give three reasons why your friend should read the selection.
3.10.C	Explain the author's use of print and graphic features to achieve specific purposes.	Standard met in SeeReader, Writing Prompts	The author's main purpose for writing this selection is to	Write a letter to a friend that convinces him or her to read a selection you enjoyed. Give three reasons why your friend should read the selection.
3.10.D	Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.	Standard met in SeeReader, Writing Prompts	The word "bias" means a way of thinking about someone or something that is based on personal feelings instead of facts. Which of the following shows an example of bias?	Is the author telling you how he or she feels or thinks about a topic, or is the author stating facts? What words give you clues about what the author is doing?

Grade 3 - Composition

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Composition				
3.11.D.iii	Edit drafts using standard English conventions, including: singular, plural, common, and proper nouns.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
3.11.D.iv	Edit drafts using standard English conventions, including: adjectives, including their comparative and superlative forms.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
3.11.D.ix	Edit drafts using standard English conventions, including: capitalization of official titles of people, holidays, and geographical names and places.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
3.11.D.v	Edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey manner.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Genres				
3.12.A	Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
3.12.B	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
3.12.C	Compose argumentative texts, including opinion essays, using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 3 - Developing and sustaining foundational language skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary				
3.3.B	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.	Standard met in SeeReader, Writing Prompts	Read this part of the selection. Based on how it is used, what does the word "hit" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
3.3.C	Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.	Standard met in ReadAround, Skill Worksheets	Aligned with Program Component(s)	
3.3.D	Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	Standard met in SeeReader, Writing Prompts	Read this part of the selection. Based on how it is used, what does the word "hit" mean?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.

Fluency

3.4	Fluency	Standard met in SeeReader	Aligned with Program Component(s)	
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Self-sustained reading

3.5	Self-sustained reading	Standard met in SeeReader	Aligned with Program Component(s)	
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Grade 3 - Comprehension skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Comprehension skills				
3.6.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader	Aligned with Program Component(s)	
3.6.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts	Based on what you read in this selection, which two of the following statements are correct?	Write three "why" questions about a selection and provide evidence from the text on how those questions should be answered.
3.6.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	What would most likely happen if all the deep-sea vents suddenly disappeared?	Write an email to a friend who has not read the selection. Provide enough information about the selection's characters, settings, and events so your friend is able to predict what happened in the selection.
3.6.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	The author of this selection compares the snow piled around a Native American dwelling in the far north to a	List five words in a selection that helped you form a picture in your mind. Do additional research to find a synonym and antonym for each word, and use the word in a sentence.
3.6.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	The change in mood from the first excerpt to the second can best be described as going from	How is the life of a character in a selection similar to (or different from) your own life?
3.6.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	In this excerpt, Jake's mom says his dad will "be surprised, alright." What does she mean?	Give examples of selections you have read that create a mood through the setting, feelings of characters, and choice of words.
3.6.G	Evaluate details read to determine key ideas.	Standard met in SeeReader, Writing Prompts	What is another good title for this selection?	Describe three clues in a selection that helped you determine the main idea of the selection.

Grade 3 - Response skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Response skills				
3.7.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts	Which statement best describes the time when Ray was born?	Describe how you felt when you read a selection. Were you happy, sad, or did you feel something else? Explain why the selection made you feel this way.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
3.7.B	Write a response to a literary or informational text that demonstrates an understanding of a text.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
3.7.E	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	Standard met in Graphic Organizers	Aligned with Program Component(s)	
3.7.F	Respond using newly acquired vocabulary as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
3.7.G	Discuss specific ideas in the text that are important to the meaning.	Standard met in SeeReader, Writing Prompts	Why do people in China ask, "Have you had your rice today?"	Did the title of this selection provide you with clues about the selection's main idea? Why or why not?

Grade 3 - Multiple genres

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT

Multiple genres

3.8.B	Explain the relationships among the major and minor characters.	Standard met in SeeReader, Writing Prompts	Which is true about the six blind men?	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
3.8.C	Analyze plot elements, including the sequence of events, the conflict, and the resolution.	Standard met in SeeReader, Writing Prompts	Which statement best describes the narrator of this selection?	Describe a selection's beginning, middle, and end.

Genres

3.9.D.i	Recognize characteristics and structures of informational text, including: the central idea with supporting evidence.	Standard met in SeeReader, Writing Prompts	What is another good title for this selection?	Describe three clues in a selection that helped you determine the main idea of the selection.
3.9.E.i	Recognize characteristics and structures of argumentative text by: identifying the claim.	Standard met in Graphic Organizers	Aligned with Program Component(s)	
3.9.E.ii	Recognize characteristics and structures of argumentative text by: distinguishing facts from opinion.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
3.9.F	Recognize characteristics of multimodal and digital texts.	Standard met in SeeReader, Writing Prompts	This selection is best described as	How do you know if a text is fiction or non-fiction? Provide examples from texts you have read to support your ideas.

Grade 4 - Author's purpose and craft

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Author's purpose and craft				
4.10.A	Explain the author's purpose and message within a text.	Standard met in SeeReader, Writing Prompts	The author's purpose for writing this selection is to	Explain the reason why an author wrote a selection. Be sure to use evidence from the selection to support your answer.
4.10.C	Analyze the author's use of print and graphic features to achieve specific purposes.	Standard met in SeeReader, Writing Prompts	Look at this map. Based on what you read in the selection, the map shows where	Can an image help you understand a selection's main idea or theme? Choose two selections you read and explain how the image did or did not help you understand the selection.
4.10.D	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.	Standard met in SeeReader, Writing Prompts	Which statement is correct about the narrator of this selection?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
4.10.E	Identify and understand the use of literary devices, including first- or third-person point of view.	Standard met in SeeReader, Writing Prompts	Which statement is correct about the narrator of this selection?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.

Grade 4 - Composition

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Writing process				
4.11.D.vi	Edit drafts using standard English conventions, including: prepositions and prepositional phrases.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 4 - Developing and sustaining foundational language skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary				
4.3.B	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.	Standard met in SeeReader, Writing Prompts	Read this excerpt from the selection. Which of the following best described the meaning of the word "apt"?	Choose a selection that included some unfamiliar vocabulary. Replace the unfamiliar words with synonyms that are easier to understand yet still convey the same meaning.
4.3.C	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.	Standard met in ReadAround, Skill Worksheets	Aligned with Program Component(s)	
4.3.D	Identify, use, and explain the meaning of homophones such as reign/rain.	Standard met in Graphic Organizers	Aligned with Program Component(s)	
Fluency				
4.4	Fluency	Standard met in SeeReader, ReadAround	Aligned with Program Component(s)	

Grade 4 - Comprehension skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Comprehension skills				
4.6.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts	Why did Naismith decide to have players throw the ball instead of carry it?	Write three "why" questions about things that happened in a selection and then answer those questions.
4.6.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	If the current government of China does not protect the wall, what will most likely happen?	Tell about two clues in the selection that helped you figure out the ending.
4.6.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	This selection describes a frog that puffs up with air to make a very loud sound. The selection says this kind of frog looks like a	List five words in a selection that helped you form a picture in your mind. Do additional research to find a synonym and antonym for each word, and use the word in a sentence.
4.6.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	Read this excerpt. Which two of the following characteristics best describe the crow that participated in this experiment?	Explain why you agree or disagree with the behavior of a character.
4.6.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	Why did Naismith decide to have players throw the ball instead of carry it?	Write three "why" questions about things that happened in a selection and then answer those questions.
4.6.G	Evaluate details read to determine key ideas.	Standard met in SeeReader, Writing Prompts	Sam's parents decided to leave their village. What is the main reason they left?	Did the title of this selection provide you with clues about the selection's main idea? Why or why not?
4.6.H	Synthesize information to create new understanding.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
4.6.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 4 - Response skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Response skills				
4.7.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts	Read this excerpt. Which two of the following characteristics best describe the crow that participated in this experiment?	Explain why you agree or disagree with the behavior of a character.
4.7.B	Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.	Standard met in SeeReader, Writing Prompts	Three of these statements about Sputnik and Hubble are correct. Which one is not correct?	Compare and contrast the biographies of two people in the same field (medicine, sports, music, science, etc.). Use details from two selections you have read.
4.7.C	Use text evidence to support an appropriate response.	Standard met in SeeReader, Writing Prompts	This selection is best described as	How do you know if a text is fiction or non-fiction? Provide examples from texts you have read to support your ideas.
4.7.D	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	What is the main idea of this selection?	Write an email to a friend and describe a selection you read.
4.7.E	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	Standard met in SeeReader, Writing Prompts	Many maps from the 1600s showed pictures of sea monsters in the ocean. The selection says some of these sea monsters looked like	Draw a picture of something that happened in a selection.
4.7.G	Discuss specific ideas in the text that are important to the meaning.	Standard met in SeeReader, Writing Prompts	According to the selection, which two of the following statements are correct?	Write a speech for a character in a selection you read in which the character describes his or her life, home, and the things he or she likes to do.

Grade 4 - Multiple genres

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary elements				
4.8.A	Infer basic themes supported by text evidence.	Standard met in SeeReader, Writing Prompts	The theme of a story is its message or "big idea." Which of the following phrases best summarizes the theme of this selection.	Use your own words to describe the ending of a selection.
4.8.C	Analyze plot elements, including the rising action, climax, falling action, and resolution.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
4.8.D	Explain the influence of the setting, including historical and cultural settings, on the plot.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
Genres				
4.9.A	Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales.	Standard met in SeeReader, Writing Prompts	This selection is best described as	How do you know if a text is fiction or non-fiction? Provide examples from texts you have read to support your ideas.
4.9.D.i	Recognize characteristics and structures of informational text, including: the central idea with supporting evidence.	Standard met in SeeReader, Writing Prompts	Sam's parents decided to leave their village. What is the main reason they left?	Did the title of this selection provide you with clues about the selection's main idea? Why or why not?

Grade 5 - Author's purpose and craft

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Author's purpose and craft				
5.10.A	Explain the author's purpose and message within a text.	Standard met in SeeReader, Writing Prompts	Why does the author begin the selection this way?	Give an example of a selection that was written for more than one reason. Explain what the reasons are.
5.10.B	Analyze how the use of text structure contributes to the author's purpose.	Standard met in SeeReader, Writing Prompts	How does the author use conversation in this part of the selection?	Why would an author choose to tell a story that does not follow chronological order? Use an example from a fictional story you have read to support your argument.
5.10.D	Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.	Standard met in SeeReader, Writing Prompts	Read this part from the selection. Why does the author include the words "click, click, click"?	Write a letter to the author of a selection you really enjoyed. Suggests ideas for similar selections the the author should write.

Grade 5 - Composition

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Writing process				
5.11.C	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
Genres				
5.12.B	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
5.12.C	Compose argumentative texts, including opinion essays, using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 5 - Inquiry and research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Inquiry and research				
5.13.C	Identify and gather relevant information from a variety of sources.	Standard met in SeeReader	Aligned with Program Component(s)	

Grade 5 - Developing and sustaining foundational language skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Beginning reading and writing				
5.2.A.v	Demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list.	Standard met in SeeReader, ReadAround	Aligned with Program Component(s)	
Vocabulary				
5.3.B	Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.	Standard met in SeeReader, Writing Prompts	Read this excerpt. The man at the ship's wheel said, "Dead men tell no tales." What does this mean?	Find examples in five selections of words that describe things you can hear, see, or touch.
5.3.D	Identify, use, and explain the meaning of adages and puns.	Standard met in SeeReader	Aligned with Program Component(s)	

Grade 5 - Comprehension skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Comprehension skills				
5.6.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
5.6.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts	The Richter Scale measures	Create a diagram that lists the following information about a selection: Who, What, Where, When, Why, How.
5.6.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	A simile is a comparison between two things. Choose the sentence in this excerpt that uses an example of simile.	Give an example of how an author helps you form a picture in your mind about what you are reading.
5.6.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	What does Sergeant-Major Morris say to discourage the Whites from using the monkey's paw?	Do your personal interests help you decide which selections to read? Describe three selections you liked because they discussed your special interest.
5.6.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	What does the name "Valhalla" mean?	Imagine you are a character in a selection you read. What are some things you might say as that character?
5.6.G	Evaluate details read to determine key ideas.	Standard met in SeeReader, Writing Prompts	This selection is mostly about a young girl who	Use a graphic organizer to show the relative importance of information in a text.
5.6.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 5 - Response skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Response skills				
5.7.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts	What does Sergeant-Major Morris say to discourage the Whites from using the monkey's paw?	Do your personal interests help you decide which selections to read? Describe three selections you liked because they discussed your special interest.
5.7.C	Use text evidence to support an appropriate response.	Standard met in SeeReader, Writing Prompts	This excerpt explains that some scientists think the Great Sphinx at Giza is older than both Kings Khufu and Khafre. Choose the sentence that gives evidence to support this.	Describe at least five ways you can tell if a selection is true or not true. Use examples from selections you have read to support your statements.
5.7.D	Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	Read this excerpt from the selection. Which two of the following statements best summarize the author's description of the crew of The Flying Dutchman?	Write one paragraph that describes the main information about a selection you read.
5.7.F	Respond using newly acquired vocabulary as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 5 - Multiple genres

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Multiple genres				
5.8.B	Analyze the relationships of and conflicts among the characters.	Standard met in SeeReader, Writing Prompts	How does Nicki's mother react when the girls bring home the puppy?	Describe the mood of the characters in a selection. Why did the characters feel the way they did?
Genres				
5.9.D.i	Recognize characteristics and structures of informational text, including: the central idea with supporting evidence.	Standard met in SeeReader, Writing Prompts	Based on what you read in this selection, which is correct?	Describe the clues in a selection that helped you determine the selection's main idea.
5.9.E.i	Recognize characteristics and structures of argumentative text by: identifying the claim.	Standard met in SeeReader, Writing Prompts	What is the author's opinion of the first African American professional basketball players?	Do you like to read selections in which the author lets you know his or her feelings? Would you rather read a selection that simply provides facts? Describe a selection you liked because the author did or did not show personal feelings.

Grade 6 - Author's purpose and craft

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Author's purpose and craft				
6.9.A	Explain the author's purpose and message within a text.	Standard met in SeeReader, Writing Prompts	At the end of the selection, what does the author feel is a practical reaction to a strong kudzu invasion?	Write a newspaper editorial or blog post to support an opinion expressed in a selection you read.
6.9.B	Analyze how the use of text structure contributes to the author's purpose.	Standard met in SeeReader, Writing Prompts	The narrator of this selection is a	Explain why an author chose to organize a selection's plot in an unconventional way. What benefits or disadvantages resulted from the action being presented in this way?
6.9.D	Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.	Standard met in SeeReader, Writing Prompts	Choose the sentence in which the author makes a comparison, using the figure of speech called a simile.	Describe how an author can use figurative language to create suspense and give an example from a selection.
6.9.E	Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.	Standard met in SeeReader, Writing Prompts	Choose the sentence in which the author makes a comparison, using the figure of speech called a simile.	Describe how an author can use figurative language to create suspense and give an example from a selection.
6.9.F	Analyze how the author's use of language contributes to mood and voice.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
6.9.G	Explain the differences between rhetorical devices and logical fallacies.	Standard met in Skill Worksheets		Aligned with Program Component(s)

Grade 6 - Composition

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Writing process				
6.10.D.vii	Edit drafts using standard English conventions, including: capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
6.10.D.viii	Edit drafts using standard English conventions, including: punctuation marks, including commas in complex sentences, transitions, and introductory elements.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

Grade 6 - Inquiry and research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Inquiry and research				
6.12.D	Identify and gather relevant information from a variety of sources.	Standard met in SeeReader, Writing Prompts	Put the following jobs Sendak held before he became a famous author in order from first to last.	Create a timeline of the sequence of events in a selection. Use the Internet or other research tools to find other historical events that occurred during the same timeframe and incorporate the dates on your timeline.
6.12.H.i	Examine sources for: reliability, credibility, and bias.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 6 - Developing and sustaining foundational language skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary				
6.2.B	Use context such as definition, analogy, and examples to clarify the meaning of words.	Standard met in SeeReader, Writing Prompts	According to this part in the selection, what is a "landing card"?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
6.2.C	Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scribe/script, and jur/jus.	Standard partially met in ReadAround	Aligned with Program Component(s)	

Grade 6 - Comprehension skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Comprehension skills				
6.5.A	Establish purpose for reading assigned and self-selected text.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
6.5.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
6.5.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
6.5.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	The slab of earth that Rick Timm found in the middle of the wheat field	Describe how you relate scenes you visualize from reading with real life scenes. Give examples.
6.5.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	The slab of earth that Rick Timm found in the middle of the wheat field	Describe how you relate scenes you visualize from reading with real life scenes. Give examples.
6.5.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	From what you have read, you can tell that Della and Jim lived in	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
6.5.G	Evaluate details read to determine key ideas.	Standard met in SeeReader, Writing Prompts	Which two major contributions did Mr. Lowe make to the war effort?	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.

Grade 6 - Response skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Response skills				
6.6.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts	Which two details contribute to the reader's understanding of Keeth Smart's character?	Describe a character with whom you empathize, and explain why you feel this way.
6.6.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	According to this part in the selection, what is a "landing card"?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
6.6.G	Discuss and write about the explicit or implicit meanings of text.	Standard met in SeeReader, Writing Prompts	The slab of earth that Rick Timm found in the middle of the wheat field	Describe how you relate scenes you visualize from reading with real life scenes. Give examples.

Grade 6 - Multiple genres

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary elements				
6.7.C	Analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback.	Standard met in SeeReader, Writing Prompts	The narrator of this selection is a	Explain why an author chose to organize a selection's plot in an unconventional way. What benefits or disadvantages resulted from the action being presented in this way?
Genres				
6.8.D.i	Analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence.	Standard met in SeeReader, Writing Prompts	Based on this selection, which shoe characteristic is most important for mountain-climbers?	Create a Facebook fan page for a selection. Include the most important information to share with fans.

Grade 7 - Author's purpose and craft

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Author's purpose and craft				
7.9.A	Explain the author's purpose and message within a text.	Standard met in SeeReader, Writing Prompts	How does the author convince the reader that the steel workers' demands were reasonable?	Retell a selection you have read using your own voice and perspective.
7.9.D	Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.	Standard met in SeeReader, Writing Prompts	Why does the author include these quotes by Thomas Mayfield?	How effective were the words and writing style used by the author of a selection? Explain why.
7.9.E	Identify the use of literary devices, including subjective and objective point of view.	Standard met in SeeReader, Writing Prompts	In this excerpt, when Mr. Matas uses the phrase "withered plants," he is really talking about the	Write short paragraphs that demonstrate use of simile, metaphor, idiom, and hyperbole.
7.9.F	Analyze how the author's use of language contributes to mood, voice, and tone.	Standard met in SeeReader, Writing Prompts	In this excerpt, the author creates a mood of	What kinds of language or other text structure elements (tone) are used to create an excited or adventurous mood? Use details from a selection you have read to illustrate and explain your answer.
7.9.G	Explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.	Standard met in SeeReader, Writing Prompts	The author probably added the last sentence to this paragraph to insert some	What kinds of language or other text structure elements (tone) are used to create a dramatic or fearful mood? Use details from a selection you have read to illustrate and explain your answer.

Grade 7 - Composition

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Writing process				
7.10.B.ii	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.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
7.10.C	Revise drafts for clarity, development, organization, style, word choice, and sentence variety.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
7.10.D.vi	Edit drafts using standard English conventions, including: subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
7.10.D.vii	Edit drafts using standard English conventions, including: correct capitalization.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
7.10.D.viii	Edit drafts using standard English conventions, including: punctuation, including commas to set off words, phrases, and clauses, and semicolons.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

Grade 7 - Inquiry and research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Inquiry and research				
7.12.F	Synthesize information from a variety of sources.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
7.12.H.i	Examine sources for: reliability, credibility, and bias.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
7.12.H.ii	Examine sources for: faulty reasoning such as hyperbole, emotional appeals, and stereotype.	Standard met in Skill Worksheets		Aligned with Program Component(s)

Grade 7 - Developing and sustaining foundational language skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary				
7.2.B	Use context such as contrast or cause and effect to clarify the meaning of words.	Standard met in SeeReader, Writing Prompts	In this excerpt, the word "score" most closely means	Describe three or more words that you learned recently by reading Non-fiction texts about a certain topic. Explain why knowing these words has helped you better understand the topic.
7.2.C	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.	Standard met in ReadAround	Aligned with Program Component(s)	

Grade 7 - Comprehension skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Comprehension skills				
7.5.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	
7.5.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
7.5.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	If you saw two engines, one from a hybrid car and one from a standard car, how could you tell which one belonged to the hybrid?	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
7.5.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	This excerpt shows that Brooks was a person who	Describe a character with whom you empathize, and explain why you feel this way.
7.5.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	Why does Olivia think a dog would be a good pet for Lucas?	Explain how prior knowledge helped you infer information from a selection.
7.5.G	Evaluate details read to determine key ideas.	Standard met in SeeReader, Writing Prompts	This selection is mainly about	Sometimes the main idea of a selection is not clear until you finish reading the text. Describe a selection you read that needed to be read from beginning to end before you had a full sense of the main idea.

Grade 7 - Response skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Response skills				
7.6.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts	This excerpt shows that Brooks was a person who	Describe a character with whom you empathize, and explain why you feel this way.
7.6.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	Which were the two major activities of the Knights of the Round Table?	Create a Facebook fan page for a selection. Include the most important information to share with fans.
7.6.F	Respond using newly acquired vocabulary as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
7.6.H	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 7 - Multiple genres

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary elements				
7.7.B	Analyze how characters' qualities influence events and resolution of the conflict.	Standard met in SeeReader, Writing Prompts	Which of the following attributes does the tortoise reward?	Sometimes the main idea of a selection is not clear until you finish reading the text. Describe a selection you read that needed to be read from beginning to end before you had a full sense of the main idea.
7.7.C	Analyze plot elements, including the use of foreshadowing and suspense, to advance the plot.	Standard met in SeeReader, Writing Prompts	From this last paragraph, you can conclude that	Describe three things that happened in a selection and how they foreshadowed subsequent events.
Genres				
7.8.A	Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction.	Standard met in SeeReader, Writing Prompts	This selection can be described as	Choose a selection that uses humor or satire to make a comment about an issue. Explain how this type of genre uses language to make a point. What is the comment or point, and how do you know?
7.8.D.i	Analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence.	Standard met in SeeReader, Writing Prompts	This selection is mainly about a	Using the Internet or other research tools, find three additional pieces of information that support the main idea stated in the selection.

Grade 8 - Author's purpose and craft

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Author's purpose and craft				
8.9.A	Explain the author's purpose and message within a text.	Standard met in SeeReader, Writing Prompts	The author's purpose in writing this selection was	How does the author progress a selection to its conclusion? Provide three examples.
8.9.B	Analyze how the use of text structure contributes to the author's purpose.	Standard met in SeeReader, Writing Prompts	The author's purpose in writing this selection was	How does the author progress a selection to its conclusion? Provide three examples.
8.9.E	Identify and analyze the use of literary devices, including multiple points of view and irony.	Standard met in SeeReader, Writing Prompts		
8.9.F	Analyze how the author's use of language contributes to the mood, voice, and tone.	Standard met in SeeReader, Writing Prompts	In this excerpt, Thorpe's comment to his coach was probably spoken in a tone of	What kinds of language or other text structure elements (tone) are used to create an excited or adventurous mood? Use details from a selection you have read to illustrate and explain your answer.
8.9.G	Explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.	Standard met in SeeReader, Writing Prompts	This excerpt shows the author refrains from portraying the villagers as stereotypes because she includes references to people	Give examples of the use of rhetoric in a selection and tell how it influenced your interpretation of the selection's ideas or themes.

Grade 8 - Composition

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Genres				
8.11.A	Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
8.11.B	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.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
8.11.C	Compose multi-paragraph argumentative texts using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
8.11.D	Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

Grade 8 - Inquiry and research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Inquiry and research				
8.12.H.i	Examine sources for: reliability, credibility, and bias, including omission.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 8 - Developing and sustaining foundational language skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary				
8.2.B	Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.	Standard met in SeeReader, Writing Prompts	In this excerpt, what does the banquet guest mean when he says, "It was food and drink to me to look, and look, and look at that idol"?	Explain how a character's actions or attitude can change the meaning of a word or phrase.
8.2.C	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.	Standard met in SeeReader, ReadAround	Aligned with Program Component(s)	

Grade 8 - Comprehension skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Comprehension skills				
8.5.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	If you were watching a Clay boxing match, you most likely would see Clay	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
8.5.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	Esperanza and Cisneros are alike in that they both	Describe a character with whom you empathize, and explain why you feel this way.
8.5.G	Evaluate details read to determine key ideas.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, which two factors laid the foundation for Franklin's work ethic?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
8.5.H	Synthesize information to create new understanding.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 8 - Response skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Response skills				
8.6.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts	What do these two excerpts tell you about Gram?	Compare and contrast the views expressed by a fictional character to your own views.
8.6.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	Cisneros is sympathetic to poor Mexican immigrants because	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
8.6.I	Reflect on and adjust responses as new evidence is presented.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 8 - Multiple genres

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary elements				
8.7.B	Analyze how characters' motivations and behaviors influence events and resolution of the conflict.	Standard met in SeeReader, Writing Prompts	This selection is mainly about dinosaurs and	(Theme: change) Describe a character who underwent a major change and what happened as a result.
8.7.C	Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.	Standard met in Skill Worksheets	Aligned with Program Component(s)	
8.7.D	Explain how the setting influences the values and beliefs of characters.	Standard met in SeeReader, Writing Prompts	In which two ways were the lives of people in East Berlin different from those in West Berlin?	How could an author use a change in setting to show the journey of a fictional character from innocence to maturity? Give an example from a selection you have read.
Multiple genres				
8.8.D.i	Analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, which two factors laid the foundation for Franklin's work ethic?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.

Grade 9 - Author's purpose and craft

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Author's purpose and craft				
E1.8.A	Analyze the author's purpose, audience, and message within a text.	Standard met in SeeReader, Writing Prompts	The author of this selection is most likely to agree with which of the following statements?	Write a summary of a selection from a perspective that is opposite from the selection.
E1.8.B	Analyze use of text structure to achieve the author's purpose.	Standard met in SeeReader, Writing Prompts	Choose the sentence in this excerpt that contains the figure of speech called a simile.	Choose an informational text that presents information in a cause-and-effect or problem-and-solution manner. Describe why the organization of information did (or did not) help you understand the main idea of the selection.
E1.8.C	Evaluate the author's use of print and graphic features to achieve specific purposes.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.8.D	Analyze how the author's use of language achieves specific purposes.	Standard met in SeeReader, Writing Prompts	According to the prophecy, what will the people expect to see when the avatar Kalki arrives in India to defeat the foreign invaders?	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
E1.8.F	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.	Standard met in SeeReader, Writing Prompts	Read this excerpt from the selection. The author's description of the setting gives the story a feeling of	What kinds of language or other text structure elements (tone) are used to create a dramatic or fearful mood? Use details from a selection you have read to illustrate and explain your answer.
E2.8.A	Analyze the author's purpose, audience, and message within a text.	Standard met in SeeReader, Writing Prompts	The author of this selection is most likely to agree with which of the following statements?	Write a summary of a selection from a perspective that is opposite from the selection.
E2.8.B	Analyze use of text structure to achieve the author's purpose.	Standard met in SeeReader, Writing Prompts	Choose the sentence in this excerpt that contains the figure of speech called a simile.	Choose an informational text that presents information in a cause-and-effect or problem-and-solution manner. Describe why the organization of information did (or did not) help you understand the main idea of the selection.
E2.8.C	Evaluate the author's use of print and graphic features to achieve specific purposes.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.8.D	Analyze how the author's use of language informs and shapes the perception of readers.	Standard met in SeeReader, Writing Prompts	According to the prophecy, what will the people expect to see when the avatar Kalki arrives in India to defeat the foreign invaders?	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E2.8.E	Analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.8.F	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.	Standard met in SeeReader, Writing Prompts	Read this excerpt from the selection. The author's description of the setting gives the story a feeling of	What kinds of language or other text structure elements (tone) are used to create a dramatic or fearful mood? Use details from a selection you have read to illustrate and explain your answer.
E3.8.A	Analyze the author's purpose, audience, and message within a text.	Standard met in SeeReader, Writing Prompts	The author of this selection is most likely to agree with which of the following statements?	Write a summary of a selection from a perspective that is opposite from the selection.
E3.8.B	Evaluate use of text structure to achieve the author's purpose.	Standard met in SeeReader, Writing Prompts	Choose the sentence in this excerpt that contains the figure of speech called a simile.	Choose an informational text that presents information in a cause-and-effect or problem-and-solution manner. Describe why the organization of information did (or did not) help you understand the main idea of the selection.
E3.8.C	Evaluate the author's use of print and graphic features to achieve specific purposes.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.8.D	Evaluate how the author's use of language informs and shapes the perception of readers.	Standard met in SeeReader, Writing Prompts	According to the prophecy, what will the people expect to see when the avatar Kalki arrives in India to defeat the foreign invaders?	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
E3.8.F	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.	Standard met in SeeReader, Writing Prompts	According to the prophecy, what will the people expect to see when the avatar Kalki arrives in India to defeat the foreign invaders?	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
E4.8.A	Evaluate the author's purpose, audience, and message within a text.	Standard met in SeeReader, Writing Prompts	How is this part of the selection written?	Imagine you want to make a documentary about a non-fiction selection you read. Describe the steps you would need to take to make your documentary as accurate and unbiased as possible.
E4.8.B	Evaluate use of text structure to achieve the author's purpose.	Standard met in SeeReader, Writing Prompts	Choose the sentence in this excerpt that contains the figure of speech called a simile.	Choose an informational text that presents information in a cause-and-effect or problem-and-solution manner. Describe why the organization of information did (or did not) help you understand the main idea of the selection.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E4.8.C	Evaluate the author's use of print and graphic features to achieve specific purposes.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.8.D	Critique and evaluate how the author's use of language informs and shapes the perception of readers.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.8.F	Evaluate how the author's diction and syntax contribute to the effectiveness of a text.	Standard met in SeeReader, Writing Prompts	According to the prophecy, what will the people expect to see when the avatar Kalki arrives in India to defeat the foreign invaders?	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.

Grade 9 - Composition

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Genres				
E3.10.A	Compose literary texts such as fiction and poetry using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.10.B	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.10.C	Compose argumentative texts using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.10.A	Compose literary texts such as fiction and poetry using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.10.B	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.10.C	Compose argumentative texts using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E4.10.E	Compose literary analysis using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.10.F	Compose rhetorical analysis using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Writing process

E2.9.A	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.	Standard met in SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	
E2.9.B.i	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.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.B.ii	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.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.D.i	Edit drafts using standard English conventions, including: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.D.ii	Edit drafts using standard English conventions, including: consistent, appropriate use of verb tense and active and passive voice.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.D.iii	Edit drafts using standard English conventions, including: pronoun-antecedent agreement.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E2.9.D.iv	Edit drafts using standard English conventions, including: correct capitalization.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.9.D.v	Edit drafts using standard English conventions, including: punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.9.D.vi	Edit drafts using standard English conventions, including: correct spelling.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.9.A	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.	Standard met in SeeReader, Writing Prompts, Graphic Organizers		Aligned with Program Component(s)
E3.9.B.i	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: using strategic organizational structures appropriate to purpose, audience, topic, and context.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.9.B.ii	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 effective use of rhetorical devices, details, examples, and commentary.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.9.D	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E4.9.A	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.9.B.i	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: using strategic organizational structures appropriate to purpose, audience, topic, and context.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.9.B.ii	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 effective use of rhetorical devices, details, examples, and commentary.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.9.D	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 9 - Inquiry and research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Inquiry and research				
E1.11.G.i	Examine sources for: credibility and bias, including omission.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.11.G.i	Examine sources for: credibility and bias, including omission.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E2.11.I	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.11.E	Locate relevant sources.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.11.F	Synthesize information from a variety of sources.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.11.G.i	Examine sources for: credibility, bias, and accuracy.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.11.I	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.11.A	Develop questions for formal and informal inquiry.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.11.E	Locate relevant sources.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.11.F	Synthesize information from a variety of sources.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.11.G.i	Examine sources for: credibility, bias, and accuracy.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 9 - Developing and sustaining foundational language skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary				
E1.2.B	Analyze context to distinguish between the denotative and connotative meanings of words.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.2.A	Use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary.	Standard met in SeeReader, ReadAround, Writing Prompts	Aligned with Program Component(s)	
E3.2.B	Analyze context to draw conclusions about nuanced meanings such as in imagery.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
Self-sustained reading				
E3.3	Self-sustained reading	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.3	Self-sustained reading	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 9 - Comprehension skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Comprehension skills				
E1.4.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.4.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.4.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	What could have happened to El Duque if Livan had never left Cuba?	Use a selection you have read to finish this statement: "If only (a character) had done (this action) instead of (this action), then (make a prediction about what might have happened)." Use details from the selection to illustrate and support your prediction.

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E1.4.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	Read this excerpt. Which expression would most likely appear on Captain Graffenreid's face?	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
E1.4.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	The relationship between Frida and her father can be described as	Describe a character with whom you empathize, and explain why you feel this way.
E1.4.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	When the Baron and Baroness criticized Amalie after she left the room, why did the merchant from Hamburg say nothing?	Give an example of something you learned about a situation or event in the selection by reading between the lines.
E1.4.G	Evaluate details read to determine key ideas.	Standard met in SeeReader, Writing Prompts	This selection is mainly about	List three supporting details from a selection and explain how those details helped you determine the selection's main idea.
E1.4.H	Synthesize information from two texts to create new understanding.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.4.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.4.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	
E2.4.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	What could have happened to El Duque if Livan had never left Cuba?	Use a selection you have read to finish this statement: "If only (a character) had done (this action) instead of (this action), then (make a prediction about what might have happened)." Use details from the selection to illustrate and support your prediction.
E2.4.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	Read this excerpt. Which expression would most likely appear on Captain Graffenreid's face?	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E2.4.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	The relationship between Frida and her father can be described as	Describe a character with whom you empathize, and explain why you feel this way.
E2.4.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	When the Baron and Baroness criticized Amalie after she left the room, why did the merchant from Hamburg say nothing?	Give an example of something you learned about a situation or event in the selection by reading between the lines.
E2.4.G	Evaluate details read to determine key ideas.	Standard met in SeeReader, Writing Prompts	This selection is mainly about	List three supporting details from a selection and explain how those details helped you determine the selection's main idea.
E2.4.H	Synthesize information from multiple texts to create new understanding.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Standard met in SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	
E3.4.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.4.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	What could have happened to El Duque if Livan had never left Cuba?	Use a selection you have read to finish this statement: "If only (a character) had done (this action) instead of (this action), then (make a prediction about what might have happened)." Use details from the selection to illustrate and support your prediction.
E3.4.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	Read this excerpt. Which expression would most likely appear on Captain Graffenreid's face?	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
E3.4.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	The relationship between Frida and her father can be described as	Describe a character with whom you empathize, and explain why you feel this way.
E3.4.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	When the Baron and Baroness criticized Amalie after she left the room, why did the merchant from Hamburg say nothing?	Give an example of something you learned about a situation or event in the selection by reading between the lines.

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E3.4.G	Evaluate details read to understand key ideas.	Standard met in SeeReader, Writing Prompts	This selection is mainly about	List three supporting details from a selection and explain how those details helped you determine the selection's main idea.
E3.4.H	Synthesize information from a variety of text types to create new understanding.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.4.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.4.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.4.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	What could have happened to El Duque if Livan had never left Cuba?	Use a selection you have read to finish this statement: "If only (a character) had done (this action) instead of (this action), then (make a prediction about what might have happened)." Use details from the selection to illustrate and support your prediction.
E4.4.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	Read this excerpt. Which expression would most likely appear on Captain Graffenreid's face?	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
E4.4.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	The relationship between Frida and her father can be described as	Describe a character with whom you empathize, and explain why you feel this way.
E4.4.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	When the Baron and Baroness criticized Amalie after she left the room, why did the merchant from Hamburg say nothing?	Give an example of something you learned about a situation or event in the selection by reading between the lines.
E4.4.G	Evaluate details read to analyze key ideas.	Standard met in SeeReader, Writing Prompts	This selection is mainly about	List three supporting details from a selection and explain how those details helped you determine the selection's main idea.

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E4.4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.	Standard met in SeeReader, Writing Prompts, Graphic Organizers	Aligned with Program Component(s)	

Grade 9 - Response skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Response skills				
E1.5.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.5.C	Use text evidence and original commentary to support a comprehensive response.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, what was the most unusual aspect of the Titusville site?	Create a Facebook fan page for a selection. Include the most important information to share with fans.
E2.5.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.5.B	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.5.C	Use text evidence and original commentary to support an interpretive response.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, what was the most unusual aspect of the Titusville site?	Create a Facebook fan page for a selection. Include the most important information to share with fans.
E2.5.F	Respond using acquired content and academic vocabulary as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E2.5.G	Discuss and write about the explicit or implicit meanings of text.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.5.H	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.5.I	Reflect on and adjust responses when valid evidence warrants.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.5.J	Defend or challenge the authors' claims using relevant text evidence.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.5.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.5.B	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.5.C	Use text evidence and original commentary to support an analytic response.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, what was the most unusual aspect of the Titusville site?	Create a Facebook fan page for a selection. Include the most important information to share with fans.
E3.5.E	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	Standard met in SeeReader, Writing Prompts, Graphic Organizers		Aligned with Program Component(s)
E3.5.F	Respond using acquired content and academic vocabulary as appropriate.	Standard met in SeeReader, ReadAround, Writing Prompts		Aligned with Program Component(s)
E3.5.G	Discuss and write about the explicit and implicit meanings of text.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.5.H	Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.5.I	Reflect on and adjust responses when valid evidence warrants.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E3.5.J	Defend or challenge the authors' claims using relevant text evidence.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.5.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.5.B	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.5.C	Use text evidence and original commentary to support an evaluative response.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, what was the most unusual aspect of the Titusville site?	Create a Facebook fan page for a selection. Include the most important information to share with fans.
E4.5.F	Respond using acquired content and academic vocabulary as appropriate.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.5.G	Discuss and write about the explicit and implicit meanings of text.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.5.H	Respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.5.I	Reflect on and adjust responses when valid evidence warrants.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.5.J	Defend or challenge the authors' claims using relevant text evidence.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

Grade 9 - Multiple genres

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary elements				
E1.6.A	Analyze how themes are developed through characterization and plot in a variety of literary texts.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.6.A	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.6.A	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
Genres				
E1.7.D.i	Analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion.	Standard met in SeeReader, Writing Prompts	Choose the sentence in this excerpt that provides important details that support the main idea that Davis is breaking down gender barriers.	Think about how an author's bias affects the validity of a claim. Choose a selection you have read and explain whether or not the author's bias has caused him or her to make a false claim.
E2.7.A	Read and analyze world literature across literary periods.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.7.D.i	Analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion.	Standard met in SeeReader, Writing Prompts	Choose the sentence in this excerpt that provides important details that support the main idea that Davis is breaking down gender barriers.	Think about how an author's bias affects the validity of a claim. Choose a selection you have read and explain whether or not the author's bias has caused him or her to make a false claim.
E2.7.D.ii	Analyze characteristics and structural elements of informational texts such as: the relationship between organizational design and thesis.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.7.A	Read and analyze American literature across literary periods.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.7.D.i	Analyze characteristics and structural elements of informational texts such as: clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.	Standard met in SeeReader, Writing Prompts	Choose the sentence in this excerpt that provides important details that support the main idea that Davis is breaking down gender barriers.	Think about how an author's bias affects the validity of a claim. Choose a selection you have read and explain whether or not the author's bias has caused him or her to make a false claim.

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E3.7.D.ii	Analyze characteristics and structural elements of informational texts such as: the relationship between organizational design and author's purpose.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.7.E.i	Analyze characteristics and structural elements of argumentative texts such as: clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.7.E.iii	Analyze characteristics and structural elements of argumentative texts such as: identifiable audience or reader.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.7.D.i	Critique and evaluate characteristics and structural elements of informational texts such as: clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.	Standard met in SeeReader, Writing Prompts	Choose the sentence in this excerpt that provides important details that support the main idea that Davis is breaking down gender barriers.	Think about how an author's bias affects the validity of a claim. Choose a selection you have read and explain whether or not the author's bias has caused him or her to make a false claim.
E4.7.D.ii	Critique and evaluate characteristics and structural elements of informational texts such as: the relationship between organizational design and author's purpose.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.7.E.i	Critique and evaluate characteristics and structural elements of argumentative texts such as: clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 10 - Author's purpose and craft

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Author's purpose and craft				
E1.8.A	Analyze the author's purpose, audience, and message within a text.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.8.B	Analyze use of text structure to achieve the author's purpose.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.8.C	Evaluate the author's use of print and graphic features to achieve specific purposes.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.8.D	Analyze how the author's use of language achieves specific purposes.	Standard met in SeeReader, Writing Prompts	This selection can best be described as	Choose a narrative text. Describe how the author uses language and dialogue to relay information about characters and events.
E1.8.E	Analyze the use of literary devices such as irony and oxymoron to achieve specific purposes.	Standard met in SeeReader, Writing Prompts	Mr. Crawford uses the phrase "Walden-inspired experiment" to mean an activity in which the students	Describe how an author can use figurative language to create suspense and give an example from a selection.
E1.8.F	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.8.G	Explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, the author intends for readers to develop	Give examples of the use of rhetoric in a selection and tell how it influenced your interpretation of the selection's ideas or themes.
E2.8.A	Analyze the author's purpose, audience, and message within a text.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.8.B	Analyze use of text structure to achieve the author's purpose.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.8.D	Analyze how the author's use of language informs and shapes the perception of readers.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.8.E	Analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes.	Standard met in SeeReader, Writing Prompts	Mr. Crawford uses the phrase "Walden-inspired experiment" to mean an activity in which the students	Describe how an author can use figurative language to create suspense and give an example from a selection.

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E2.8.F	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.8.G	Analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, the author intends for readers to develop	Give examples of the use of rhetoric in a selection and tell how it influenced your interpretation of the selection's ideas or themes.
E3.8.A	Analyze the author's purpose, audience, and message within a text.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.8.B	Evaluate use of text structure to achieve the author's purpose.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.8.D	Evaluate how the author's use of language informs and shapes the perception of readers.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.8.F	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.8.G	Analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, the author intends for readers to develop	Give examples of the use of rhetoric in a selection and tell how it influenced your interpretation of the selection's ideas or themes.
E4.8.A	Evaluate the author's purpose, audience, and message within a text.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.8.B	Evaluate use of text structure to achieve the author's purpose.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.8.C	Evaluate the author's use of print and graphic features to achieve specific purposes.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.8.D	Critique and evaluate how the author's use of language informs and shapes the perception of readers.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.8.G	Analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, the author intends for readers to develop	Give examples of the use of rhetoric in a selection and tell how it influenced your interpretation of the selection's ideas or themes.

Grade 10 - Composition

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Genres				
E1.10.B	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.10.C	Compose argumentative texts using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.10.B	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.10.C	Compose argumentative texts using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.10.B	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.10.C	Compose argumentative texts using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.10.B	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.10.C	Compose argumentative texts using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
Writing process				
E1.9.A	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.9.B.i	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.	Standard met in SeeReader, Writing Prompts		

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E1.9.B.ii	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.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.9.D.i	Edit drafts using standard English conventions, including: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.9.D.ii	Edit drafts using standard English conventions, including: consistent, appropriate use of verb tense and active and passive voice.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.9.D.iii	Edit drafts using standard English conventions, including: pronoun-antecedent agreement.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.9.D.iv	Edit drafts using standard English conventions, including: correct capitalization.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.9.D.v	Edit drafts using standard English conventions, including: punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.9.D.vi	Edit drafts using standard English conventions, including: correct spelling.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.A	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.B.i	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.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E2.9.B.ii	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.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.D.i	Edit drafts using standard English conventions, including: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.D.ii	Edit drafts using standard English conventions, including: consistent, appropriate use of verb tense and active and passive voice.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.D.iii	Edit drafts using standard English conventions, including: pronoun-antecedent agreement.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.D.iv	Edit drafts using standard English conventions, including: correct capitalization.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.D.v	Edit drafts using standard English conventions, including: punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.D.vi	Edit drafts using standard English conventions, including: correct spelling.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.9.A	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E3.9.B.i	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: using strategic organizational structures appropriate to purpose, audience, topic, and context.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.9.B.ii	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 effective use of rhetorical devices, details, examples, and commentary.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.9.D	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.9.A	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.9.B.i	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: using strategic organizational structures appropriate to purpose, audience, topic, and context.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.9.D	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 10 - Inquiry and research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Inquiry and research				
E1.11.A	Develop questions for formal and informal inquiry.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, British Intelligence identified France, Greece, and Italy as possible European invasion points because	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
E2.11.A	Develop questions for formal and informal inquiry.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, British Intelligence identified France, Greece, and Italy as possible European invasion points because	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
E2.11.I	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.11.A	Develop questions for formal and informal inquiry.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, British Intelligence identified France, Greece, and Italy as possible European invasion points because	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
E4.11.A	Develop questions for formal and informal inquiry.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, British Intelligence identified France, Greece, and Italy as possible European invasion points because	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
E4.11.I	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 10 - Developing and sustaining foundational language skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary				
E1.2.B	Analyze context to distinguish between the denotative and connotative meanings of words.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.2.B	Analyze context to distinguish among denotative, connotative, and figurative meanings of words.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.2.B	Analyze context to draw conclusions about nuanced meanings such as in imagery.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
Self-sustained reading				
E1.3	Self-sustained reading	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.3	Self-sustained reading	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.3	Self-sustained reading	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.3	Self-sustained reading	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

Grade 10 - Comprehension skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Comprehension skills				
E1.4.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.4.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.4.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.4.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	Which character in the selection is described as owning an animal like this?	Describe how you relate scenes you visualize from reading with real life scenes. Give examples.
E1.4.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	Before he picked up the piece of string, Hauchecorne's relationship with Malandain can best be described as	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
E1.4.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	What happens to Hauchecorne at the end of this selection?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
E1.4.G	Evaluate details read to determine key ideas.	Standard met in SeeReader, Writing Prompts	According to the selection, Hitchcock's filmmaking style could be considered "distinctive and decidedly visual" due to his use of which two of the following visual effects?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
E1.4.H	Synthesize information from two texts to create new understanding.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.4.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E2.4.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	Which character in the selection is described as owning an animal like this?	Describe how you relate scenes you visualize from reading with real life scenes. Give examples.
E2.4.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	Before he picked up the piece of string, Hauchecorne's relationship with Malandain can best be described as	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
E2.4.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	What happens to Hauchecorne at the end of this selection?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
E2.4.G	Evaluate details read to determine key ideas.	Standard met in SeeReader, Writing Prompts	According to the selection, Hitchcock's filmmaking style could be considered "distinctive and decidedly visual" due to his use of which two of the following visual effects?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
E2.4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.4.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.4.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.4.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	Which character in the selection is described as owning an animal like this?	Describe how you relate scenes you visualize from reading with real life scenes. Give examples.
E3.4.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	Before he picked up the piece of string, Hauchecorne's relationship with Malandain can best be described as	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
E3.4.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	What happens to Hauchecorne at the end of this selection?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E3.4.G	Evaluate details read to understand key ideas.	Standard met in SeeReader, Writing Prompts	According to the selection, Hitchcock's filmmaking style could be considered "distinctive and decidedly visual" due to his use of which two of the following visual effects?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
E3.4.H	Synthesize information from a variety of text types to create new understanding.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.4.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.4.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.4.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	Which character in the selection is described as owning an animal like this?	Describe how you relate scenes you visualize from reading with real life scenes. Give examples.
E4.4.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	Before he picked up the piece of string, Hauchecorne's relationship with Malandain can best be described as	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
E4.4.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	What happens to Hauchecorne at the end of this selection?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
E4.4.G	Evaluate details read to analyze key ideas.	Standard met in SeeReader, Writing Prompts	According to the selection, Hitchcock's filmmaking style could be considered "distinctive and decidedly visual" due to his use of which two of the following visual effects?	Create a website for a non-fiction selection you read. Include the main idea and supporting details. Include images that would help viewers of your website better understand the topic.
E4.4.H	Synthesize information from a variety of text types to create new understanding.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E4.4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 10 - Response skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Response skills				
E1.5.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts	Before he picked up the piece of string, Hauchecorne's relationship with Malandain can best be described as	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
E1.5.B	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.5.C	Use text evidence and original commentary to support a comprehensive response.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	What does this excerpt tell you about cryptanalysis?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
E1.5.F	Respond using acquired content and academic vocabulary as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.5.G	Discuss and write about the explicit or implicit meanings of text.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.5.H	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.5.I	Reflect on and adjust responses when valid evidence warrants.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E2.5.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts	Before he picked up the piece of string, Hauchecorne's relationship with Malandain can best be described as	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
E2.5.B	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.5.C	Use text evidence and original commentary to support an interpretive response.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	What does this excerpt tell you about cryptanalysis?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
E2.5.F	Respond using acquired content and academic vocabulary as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.5.G	Discuss and write about the explicit or implicit meanings of text.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.5.H	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.5.I	Reflect on and adjust responses when valid evidence warrants.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.5.J	Defend or challenge the authors' claims using relevant text evidence.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.5.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts	Before he picked up the piece of string, Hauchecorne's relationship with Malandain can best be described as	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
E3.5.C	Use text evidence and original commentary to support an analytic response.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	What does this excerpt tell you about cryptanalysis?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E3.5.F	Respond using acquired content and academic vocabulary as appropriate.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.5.G	Discuss and write about the explicit and implicit meanings of text.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.5.H	Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.5.I	Reflect on and adjust responses when valid evidence warrants.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.5.J	Defend or challenge the authors' claims using relevant text evidence.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.5.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts	Before he picked up the piece of string, Hauchecorne's relationship with Malandain can best be described as	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
E4.5.B	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.5.C	Use text evidence and original commentary to support an evaluative response.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	What does this excerpt tell you about cryptanalysis?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
E4.5.F	Respond using acquired content and academic vocabulary as appropriate.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.5.G	Discuss and write about the explicit and implicit meanings of text.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.5.H	Respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.5.I	Reflect on and adjust responses when valid evidence warrants.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

Grade 10 - Multiple genres

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary elements				
E1.6.A	Analyze how themes are developed through characterization and plot in a variety of literary texts.	Standard met in SeeReader, Writing Prompts	What is the main idea of this selection?	Explain how the author presents a theme in a selection through plot, characters, and setting. Describe the events that embody the theme.
E1.6.D	Analyze how the setting influences the theme.	Standard met in SeeReader, Writing Prompts	What is the main idea of this selection?	Explain how the author presents a theme in a selection through plot, characters, and setting. Describe the events that embody the theme.
E2.6.A	Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.	Standard met in SeeReader, Writing Prompts	What is the main idea of this selection?	Explain how the author presents a theme in a selection through plot, characters, and setting. Describe the events that embody the theme.
E3.6.A	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.	Standard met in SeeReader, Writing Prompts	According to Mr. Crawford, for which two reasons did Thoreau conduct his "experiment" at Walden Pond?	The setting of a selection includes not only place but also time. Describe a selection you have read in which the historical time period was critical to the plot. For example, Charles Dickens' "A Tale of Two Cities.'
E3.6.D	Analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.	Standard met in SeeReader, Writing Prompts	According to Mr. Crawford, for which two reasons did Thoreau conduct his "experiment" at Walden Pond?	The setting of a selection includes not only place but also time. Describe a selection you have read in which the historical time period was critical to the plot. For example, Charles Dickens' "A Tale of Two Cities.'
E4.6.A	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.	Standard met in SeeReader, Writing Prompts	According to Mr. Crawford, for which two reasons did Thoreau conduct his "experiment" at Walden Pond?	The setting of a selection includes not only place but also time. Describe a selection you have read in which the historical time period was critical to the plot. For example, Charles Dickens' "A Tale of Two Cities.'
E4.6.D	Evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.	Standard met in SeeReader, Writing Prompts	According to Mr. Crawford, for which two reasons did Thoreau conduct his "experiment" at Walden Pond?	The setting of a selection includes not only place but also time. Describe a selection you have read in which the historical time period was critical to the plot. For example, Charles Dickens' "A Tale of Two Cities.'

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Genres				
E1.7.A	Read and respond to American, British, and world literature.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.7.D.i	Analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.7.D.i	Analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.7.D.ii	Analyze characteristics and structural elements of informational texts such as: the relationship between organizational design and thesis.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.7.E.i	Analyze characteristics and structural elements of argumentative texts such as: clear arguable claim, appeals, and convincing conclusion.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 11 - Author's purpose and craft

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Author's purpose and craft				
E1.8.A	Analyze the author's purpose, audience, and message within a text.	Standard met in SeeReader, Writing Prompts	Why does the author use the images of "dancing" and "moonlight" in the selection?	Assess the value or importance of an author's choice of prose, setting, or characterization in a selection.
E1.8.D	Analyze how the author's use of language achieves specific purposes.	Standard met in SeeReader, Writing Prompts	In the last part of the selection, which sentence signals a major change in the action?	Explain an author's use of description in a selection, and how the description shaped the way you viewed and understood the person, object, or event described.
E1.8.E	Analyze the use of literary devices such as irony and oxymoron to achieve specific purposes.	Standard met in SeeReader, Writing Prompts	Space can be visualized as	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
E1.8.F	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.	Standard met in SeeReader, Writing Prompts	The genre of this selection is best described as	Choose an expository piece, such as a speech or an essay. Describe how the author uses language to relay information, or make (or respond) to an argument.
E2.8.A	Analyze the author's purpose, audience, and message within a text.	Standard met in SeeReader, Writing Prompts	Why does the author use the images of "dancing" and "moonlight" in the selection?	Assess the value or importance of an author's choice of prose, setting, or characterization in a selection.
E2.8.D	Analyze how the author's use of language informs and shapes the perception of readers.	Standard met in SeeReader, Writing Prompts	The genre of this selection is best described as	Choose an expository piece, such as a speech or an essay. Describe how the author uses language to relay information, or make (or respond) to an argument.
E2.8.E	Analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes.	Standard met in SeeReader, Writing Prompts	Dramatic irony happens when the audience understands a situation but the character involved does not. Twain often used this device to convey humor. In this excerpt, the sentence, "But not knowing what the trouble was, I couldn't help him" is humorous because	Give examples of the use of rhetoric in a selection and tell how it influenced your interpretation of the selection's ideas or themes.
E2.8.F	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.	Standard met in SeeReader, Writing Prompts	The genre of this selection is best described as	Choose an expository piece, such as a speech or an essay. Describe how the author uses language to relay information, or make (or respond) to an argument.
E3.8.A	Analyze the author's purpose, audience, and message within a text.	Standard met in SeeReader, Writing Prompts	Why does the author use the images of "dancing" and "moonlight" in the selection?	Assess the value or importance of an author's choice of prose, setting, or characterization in a selection.

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E3.8.D	Evaluate how the author's use of language informs and shapes the perception of readers.	Standard met in SeeReader, Writing Prompts	The genre of this selection is best described as	Choose an expository piece, such as a speech or an essay. Describe how the author uses language to relay information, or make (or respond) to an argument.
E3.8.F	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.	Standard met in SeeReader, Writing Prompts	Why does Morley list the names of the books he purchased on Fifty-ninth Street in this essay?	How effective were the words and writing style used by the author of a selection? Explain why.
E4.8.D	Critique and evaluate how the author's use of language informs and shapes the perception of readers.	Standard met in SeeReader, Writing Prompts	The genre of this selection is best described as	Choose an expository piece, such as a speech or an essay. Describe how the author uses language to relay information, or make (or respond) to an argument.
E4.8.F	Evaluate how the author's diction and syntax contribute to the effectiveness of a text.	Standard met in SeeReader, Writing Prompts	The genre of this selection is best described as	Choose an expository piece, such as a speech or an essay. Describe how the author uses language to relay information, or make (or respond) to an argument.
E4.8.G	Analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.	Standard met in SeeReader, Writing Prompts	Dramatic irony happens when the audience understands a situation but the character involved does not. Twain often used this device to convey humor. In this excerpt, the sentence, "But not knowing what the trouble was, I couldn't help him" is humorous because	Give examples of the use of rhetoric in a selection and tell how it influenced your interpretation of the selection's ideas or themes.

Grade 11 - Composition

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Genres				
E1.10.B	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.10.B	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.10.C	Compose argumentative texts using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.10.B	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.10.C	Compose argumentative texts using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
Writing process				
E1.9.A	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.9.B.i	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.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E1.9.D.i	Edit drafts using standard English conventions, including: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.9.D.ii	Edit drafts using standard English conventions, including: consistent, appropriate use of verb tense and active and passive voice.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.9.D.iii	Edit drafts using standard English conventions, including: pronoun-antecedent agreement.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.9.D.iv	Edit drafts using standard English conventions, including: correct capitalization.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.9.D.v	Edit drafts using standard English conventions, including: punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.9.D.vi	Edit drafts using standard English conventions, including: correct spelling.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.9.A	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.9.B.i	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.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.9.B.ii	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.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E2.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.D.i	Edit drafts using standard English conventions, including: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.D.ii	Edit drafts using standard English conventions, including: consistent, appropriate use of verb tense and active and passive voice.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.D.iii	Edit drafts using standard English conventions, including: pronoun-antecedent agreement.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.D.iv	Edit drafts using standard English conventions, including: correct capitalization.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.D.v	Edit drafts using standard English conventions, including: punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.9.D.vi	Edit drafts using standard English conventions, including: correct spelling.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.9.A	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.9.D	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E4.9.A	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.9.B.i	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: using strategic organizational structures appropriate to purpose, audience, topic, and context.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.9.D	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 11 - Developing and sustaining foundational language skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary				
E1.2.B	Analyze context to distinguish between the denotative and connotative meanings of words.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.2.B	Analyze context to distinguish among denotative, connotative, and figurative meanings of words.	Standard met in SeeReader, Writing Prompts	The author compares the wood on the box to	One well-known analogy states, "Life is like a box of chocolates. You never know what you're going to get." Create a new analogy for this statement ("Life is like...") based on a selection that you have read and explain what you mean. Use details from the selection to illustrate and support your writing.
E3.2.B	Analyze context to draw conclusions about nuanced meanings such as in imagery.	Standard met in SeeReader, Writing Prompts	Answer these two questions. What do the winged characters represent and how do they change the world?	Should fictional stories show the world as it really is, or as it should be? Use details from a selection you have read, as well as your reasoning skills and personal experiences, to write your answer.
E4.2.B	Analyze context to draw conclusions about nuanced meanings such as in imagery.	Standard met in SeeReader, Writing Prompts	Answer these two questions. What do the winged characters represent and how do they change the world?	Should fictional stories show the world as it really is, or as it should be? Use details from a selection you have read, as well as your reasoning skills and personal experiences, to write your answer.
Self-sustained reading				
E1.3	Self-sustained reading	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.3	Self-sustained reading	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.3	Self-sustained reading	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.3	Self-sustained reading	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 11 - Comprehension skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Comprehension skills				
E1.4.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.4.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts	What was the most important clue leading to Jake's rescue?	Imagine you are an attorney cross-examining the characters in a selection. What questions would you ask them to elicit the most important details about the plot?
E1.4.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.4.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	Space can be visualized as	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
E1.4.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, what conclusion can be made about the banker's motivations?	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
E1.4.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	Why did Sam's mom display his trophies in the living room?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
E1.4.G	Evaluate details read to determine key ideas.	Standard met in SeeReader, Writing Prompts	Choose the sentence in this excerpt that gives the most likely explanation for why people suffocate in an avalanche.	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.
E1.4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.4.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E2.4.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts	What was the most important clue leading to Jake's rescue?	Imagine you are an attorney cross-examining the characters in a selection. What questions would you ask them to elicit the most important details about the plot?
E2.4.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.4.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	Space can be visualized as	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
E2.4.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, what conclusion can be made about the banker's motivations?	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
E2.4.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	Why did Sam's mom display his trophies in the living room?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
E2.4.G	Evaluate details read to determine key ideas.	Standard met in SeeReader, Writing Prompts	Choose the sentence in this excerpt that gives the most likely explanation for why people suffocate in an avalanche.	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.
E2.4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.4.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.4.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts	What was the most important clue leading to Jake's rescue?	Imagine you are an attorney cross-examining the characters in a selection. What questions would you ask them to elicit the most important details about the plot?

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E3.4.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.4.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	Space can be visualized as	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
E3.4.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, what conclusion can be made about the banker's motivations?	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
E3.4.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	Why did Sam's mom display his trophies in the living room?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
E3.4.G	Evaluate details read to understand key ideas.	Standard met in SeeReader, Writing Prompts	Choose the sentence in this excerpt that gives the most likely explanation for why people suffocate in an avalanche.	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.
E3.4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.4.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.4.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts	What was the most important clue leading to Jake's rescue?	Imagine you are an attorney cross-examining the characters in a selection. What questions would you ask them to elicit the most important details about the plot?
E4.4.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E4.4.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	Space can be visualized as	Describe an example of a particularly vivid scene from a selection. Explain what technique the author used to create such a clear picture of the setting or event you found memorable.
E4.4.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, what conclusion can be made about the banker's motivations?	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
E4.4.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	Why did Sam's mom display his trophies in the living room?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
E4.4.G	Evaluate details read to analyze key ideas.	Standard met in SeeReader, Writing Prompts	Choose the sentence in this excerpt that gives the most likely explanation for why people suffocate in an avalanche.	Create a new graphic organizer that indicates a selection's main idea, characters, and supporting details, and how these three areas intersect.
E4.4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 11 - Response skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Response skills				
E1.5.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, assize jurors were different from jurors in civil trials today because they	Describe a character with whom you empathize, and explain why you feel this way.
E1.5.C	Use text evidence and original commentary to support a comprehensive response.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	What does this selection tell you about the Tourette Syndrome Youth Ambassador Program?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
E1.5.F	Respond using acquired content and academic vocabulary as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.5.G	Discuss and write about the explicit or implicit meanings of text.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.5.H	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.5.I	Reflect on and adjust responses when valid evidence warrants.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.5.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, assize jurors were different from jurors in civil trials today because they	Describe a character with whom you empathize, and explain why you feel this way.
E2.5.C	Use text evidence and original commentary to support an interpretive response.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	What does this selection tell you about the Tourette Syndrome Youth Ambassador Program?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
E2.5.F	Respond using acquired content and academic vocabulary as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.5.G	Discuss and write about the explicit or implicit meanings of text.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E2.5.H	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.5.I	Reflect on and adjust responses when valid evidence warrants.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.5.J	Defend or challenge the authors' claims using relevant text evidence.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.5.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, assize jurors were different from jurors in civil trials today because they	Describe a character with whom you empathize, and explain why you feel this way.
E3.5.C	Use text evidence and original commentary to support an analytic response.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	What does this selection tell you about the Tourette Syndrome Youth Ambassador Program?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
E3.5.F	Respond using acquired content and academic vocabulary as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.5.G	Discuss and write about the explicit and implicit meanings of text.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.5.H	Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.5.I	Reflect on and adjust responses when valid evidence warrants.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.5.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, assize jurors were different from jurors in civil trials today because they	Describe a character with whom you empathize, and explain why you feel this way.
E4.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	What does this selection tell you about the Tourette Syndrome Youth Ambassador Program?	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
E4.5.F	Respond using acquired content and academic vocabulary as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E4.5.G	Discuss and write about the explicit and implicit meanings of text.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.5.H	Respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.5.I	Reflect on and adjust responses when valid evidence warrants.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 11 - Multiple genres

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary elements				
E1.6.B	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.	Standard met in SeeReader, Writing Prompts	Based on these excerpts, which two statements best describe the significance of books in this selection?	Classify the kinds of characters in a fictional narrative selection (narrator, protagonist, antagonist, anti-hero, foil, symbolic, etc.) and describe their functions. Use details from a selection you have read to illustrate and explain your classifications.
E1.6.C	Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.	Standard met in SeeReader, Writing Prompts	What might have happened if the Bridgeport Herald had published a photograph of Whitehead's flight instead of a lithograph drawing?	Describe three things that happened in a selection and how they foreshadowed subsequent events.
E2.6.C	Analyze isolated scenes and their contribution to the success of the plot as a whole.	Standard met in SeeReader, Writing Prompts	What might have happened if the Bridgeport Herald had published a photograph of Whitehead's flight instead of a lithograph drawing?	Describe three things that happened in a selection and how they foreshadowed subsequent events.
E3.6.B	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, what conclusion can be made about the banker's motivations?	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
E4.6.B	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, what conclusion can be made about the banker's motivations?	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
Genres				
E1.7.D.i	Analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion.	Standard met in SeeReader, Writing Prompts	What is the main idea of this selection?	Is it necessary for every selection to have a main idea? Develop an argument and use evidence from selections you have read to provide supporting evidence.
E2.7.D.i	Analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion.	Standard met in SeeReader, Writing Prompts	What is the main idea of this selection?	Is it necessary for every selection to have a main idea? Develop an argument and use evidence from selections you have read to provide supporting evidence.
E2.7.E.iii	Analyze characteristics and structural elements of argumentative texts such as: identifiable audience or reader.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E3.7.D.i	Analyze characteristics and structural elements of informational texts such as: clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.	Standard met in SeeReader, Writing Prompts	What is the main idea of this selection?	Is it necessary for every selection to have a main idea? Develop an argument and use evidence from selections you have read to provide supporting evidence.
E4.7.D.i	Critique and evaluate characteristics and structural elements of informational texts such as: clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.	Standard met in SeeReader, Writing Prompts	What is the main idea of this selection?	Is it necessary for every selection to have a main idea? Develop an argument and use evidence from selections you have read to provide supporting evidence.

Grade 12 - Author's purpose and craft

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Author's purpose and craft				
E1.8.A	Analyze the author's purpose, audience, and message within a text.	Standard met in SeeReader, Writing Prompts	Who was President Kennedy's real target audience for his September 1962 moon speech?	Describe how the author of an argument tries to prove that he or she is right.
E1.8.B	Analyze use of text structure to achieve the author's purpose.	Standard met in SeeReader, Writing Prompts	Put these events in the adult life of author Miguel de Cervantes in order, from first to last.	Describe a selection in which the sequence of events is not obvious. Explain how this structure aided or impeded your understanding of the selection.
E1.8.D	Analyze how the author's use of language achieves specific purposes.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.8.F	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.	Standard met in SeeReader, Writing Prompts	When Ariel's teacher approached her about the contest, his tone could be described as	Imagine you are making a movie version of a fictional selection. Describe how you would shoot scenes from the selection to convey an appropriate mood and tone.
E2.8.A	Analyze the author's purpose, audience, and message within a text.	Standard met in SeeReader, Writing Prompts	Who was President Kennedy's real target audience for his September 1962 moon speech?	Describe how the author of an argument tries to prove that he or she is right.
E2.8.B	Analyze use of text structure to achieve the author's purpose.	Standard met in SeeReader, Writing Prompts	Put these events in the adult life of author Miguel de Cervantes in order, from first to last.	Describe a selection in which the sequence of events is not obvious. Explain how this structure aided or impeded your understanding of the selection.
E2.8.D	Analyze how the author's use of language informs and shapes the perception of readers.	Standard met in SeeReader, Writing Prompts	Who was President Kennedy's real target audience for his September 1962 moon speech?	Describe how the author of an argument tries to prove that he or she is right.
E2.8.E	Analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes.	Standard met in SeeReader, Writing Prompts	A motif is a recurring story element that has symbolic importance. A repeated motif is often used to set a story's mood or tone. What is one motif in this selection?	Explain why an author chose to organize a selection's plot in an unconventional way. What benefits or disadvantages resulted from the action being presented in this way?
E2.8.F	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.	Standard met in SeeReader, Writing Prompts	When Ariel's teacher approached her about the contest, his tone could be described as	Imagine you are making a movie version of a fictional selection. Describe how you would shoot scenes from the selection to convey an appropriate mood and tone.
E3.8.A	Analyze the author's purpose, audience, and message within a text.	Standard met in SeeReader, Writing Prompts	Who was President Kennedy's real target audience for his September 1962 moon speech?	Describe how the author of an argument tries to prove that he or she is right.

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E3.8.B	Evaluate use of text structure to achieve the author's purpose.	Standard met in SeeReader, Writing Prompts	Put these events in the adult life of author Miguel de Cervantes in order, from first to last.	Describe a selection in which the sequence of events is not obvious. Explain how this structure aided or impeded your understanding of the selection.
E3.8.D	Evaluate how the author's use of language informs and shapes the perception of readers.	Standard met in SeeReader, Writing Prompts	Who was President Kennedy's real target audience for his September 1962 moon speech?	Describe how the author of an argument tries to prove that he or she is right.
E3.8.F	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.	Standard met in SeeReader, Writing Prompts	When Ariel's teacher approached her about the contest, his tone could be described as	Imagine you are making a movie version of a fictional selection. Describe how you would shoot scenes from the selection to convey an appropriate mood and tone.
E4.8.A	Evaluate the author's purpose, audience, and message within a text.	Standard met in SeeReader, Writing Prompts	Who was President Kennedy's real target audience for his September 1962 moon speech?	Describe how the author of an argument tries to prove that he or she is right.
E4.8.B	Evaluate use of text structure to achieve the author's purpose.	Standard met in SeeReader, Writing Prompts	Put these events in the adult life of author Miguel de Cervantes in order, from first to last.	Describe a selection in which the sequence of events is not obvious. Explain how this structure aided or impeded your understanding of the selection.
E4.8.D	Critique and evaluate how the author's use of language informs and shapes the perception of readers.	Standard met in SeeReader, Writing Prompts	Who was President Kennedy's real target audience for his September 1962 moon speech?	Describe how the author of an argument tries to prove that he or she is right.
E4.8.F	Evaluate how the author's diction and syntax contribute to the effectiveness of a text.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 12 - Composition

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Genres				
E1.10.C	Compose argumentative texts using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.10.C	Compose argumentative texts using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.10.D	Compose correspondence in a professional or friendly structure.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.10.C	Compose argumentative texts using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.10.E	Compose literary analysis using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.10.C	Compose argumentative texts using genre characteristics and craft.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
Writing process				
E1.9.B.i	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.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.9.B.ii	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.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E1.9.D.i	Edit drafts using standard English conventions, including: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.9.D.ii	Edit drafts using standard English conventions, including: consistent, appropriate use of verb tense and active and passive voice.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.9.D.iii	Edit drafts using standard English conventions, including: pronoun-antecedent agreement.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.9.D.iv	Edit drafts using standard English conventions, including: correct capitalization.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.9.D.v	Edit drafts using standard English conventions, including: punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.9.D.vi	Edit drafts using standard English conventions, including: correct spelling.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

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STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E2.9.D.i	Edit drafts using standard English conventions, including: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.9.D.ii	Edit drafts using standard English conventions, including: consistent, appropriate use of verb tense and active and passive voice.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.9.D.iii	Edit drafts using standard English conventions, including: pronoun-antecedent agreement.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.9.D.iv	Edit drafts using standard English conventions, including: correct capitalization.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.9.D.v	Edit drafts using standard English conventions, including: punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.9.D.vi	Edit drafts using standard English conventions, including: correct spelling.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.9.D	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.9.C	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E4.9.D	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

Grade 12 - Inquiry and research

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Inquiry and research				
E2.11.I	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 12 - Developing and sustaining foundational language skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Vocabulary				
E1.2.B	Analyze context to distinguish between the denotative and connotative meanings of words.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.2.B	Analyze context to distinguish among denotative, connotative, and figurative meanings of words.	Standard met in SeeReader, Writing Prompts	The narrator compares sitting in the lifeboat to	Describe how an author can use figurative language to create suspense and give an example from a selection.
E3.2.B	Analyze context to draw conclusions about nuanced meanings such as in imagery.	Standard met in SeeReader, Writing Prompts	In this selection, de Cervantes used an image to make an analogy. According to de Cervantes, this image represents	Choose an image from a fictional selection you have read. Use the image as inspiration to write a new nonfiction piece on the same topic.
E4.2.B	Analyze context to draw conclusions about nuanced meanings such as in imagery.	Standard met in SeeReader, Writing Prompts	In this selection, de Cervantes used an image to make an analogy. According to de Cervantes, this image represents	Choose an image from a fictional selection you have read. Use the image as inspiration to write a new nonfiction piece on the same topic.

Self-sustained reading

E1.3	The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.3	The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E3.3	The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.3	The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 12 - Comprehension skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Comprehension skills				
E1.4.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.4.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts	Choose the sentence in this excerpt that demonstrates Khrushchev knew ahead of time that his demands would be unacceptable to the United States.	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
E1.4.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.4.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, which expression would you expect to see on the correspondent's face when he reaches the shore?	How has visualizing helped you understand a selection when an author changes a point of view? Describe your visualization of the same scene through the eyes of different characters.
E1.4.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.4.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	What about Jean-Victor strikes Hardimont as "startling"?	What are some clues you found in a selection that let you know when and where the selection takes place even though the author does not overtly state this information?

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E1.4.G	Evaluate details read to determine key ideas.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E1.4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.4.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.4.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts	Choose the sentence in this excerpt that demonstrates Khrushchev knew ahead of time that his demands would be unacceptable to the United States.	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
E2.4.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.4.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, which expression would you expect to see on the correspondent's face when he reaches the shore?	How has visualizing helped you understand a selection when an author changes a point of view? Describe your visualization of the same scene through the eyes of different characters.
E2.4.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.4.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	What about Jean-Victor strikes Hardimont as "startling"?	What are some clues you found in a selection that let you know when and where the selection takes place even though the author does not overtly state this information?
E2.4.G	Evaluate details read to determine key ideas.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E3.4.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.4.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts	Choose the sentence in this excerpt that demonstrates Khrushchev knew ahead of time that his demands would be unacceptable to the United States.	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
E3.4.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.4.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, which expression would you expect to see on the correspondent's face when he reaches the shore?	How has visualizing helped you understand a selection when an author changes a point of view? Describe your visualization of the same scene through the eyes of different characters.
E3.4.E	Make connections to personal experiences, ideas in other texts, and society.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.4.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	What about Jean-Victor strikes Hardimont as "startling"?	What are some clues you found in a selection that let you know when and where the selection takes place even though the author does not overtly state this information?
E3.4.G	Evaluate details read to understand key ideas.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.4.H	Synthesize information from a variety of text types to create new understanding.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.4.A	Establish purpose for reading assigned and self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E4.4.B	Generate questions about text before, during, and after reading to deepen understanding and gain information.	Standard met in SeeReader, Writing Prompts	Choose the sentence in this excerpt that demonstrates Khrushchev knew ahead of time that his demands would be unacceptable to the United States.	Write a question about one additional fact you would have liked to learn from a selection you read. Answer the question by using the Internet or other research tools to find the necessary information.
E4.4.C	Make and correct or confirm predictions using text features, characteristics of genre, and structures.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.4.D	Create mental images to deepen understanding.	Standard met in SeeReader, Writing Prompts	Based on this excerpt, which expression would you expect to see on the correspondent's face when he reaches the shore?	How has visualizing helped you understand a selection when an author changes a point of view? Describe your visualization of the same scene through the eyes of different characters.
E4.4.F	Make inferences and use evidence to support understanding.	Standard met in SeeReader, Writing Prompts	What about Jean-Victor strikes Hardimont as "startling"?	What are some clues you found in a selection that let you know when and where the selection takes place even though the author does not overtly state this information?
E4.4.G	Evaluate details read to analyze key ideas.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.4.I	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	

Grade 12 - Response skills

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Response skills				
E1.5.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.5.B	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.5.C	Use text evidence and original commentary to support a comprehensive response.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	Based on the selection, "The Canterbury Tales" can best be described as	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
E1.5.F	Respond using acquired content and academic vocabulary as appropriate.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.5.G	Discuss and write about the explicit or implicit meanings of text.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.5.H	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.5.I	Reflect on and adjust responses when valid evidence warrants.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E1.5.J	Defend or challenge the authors' claims using relevant text evidence.	Standard met in SeeReader, Writing Prompts	Who was President Kennedy's real target audience for his September 1962 moon speech?	Describe how the author of an argument tries to prove that he or she is right.
E2.5.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	Based on the selection, "The Canterbury Tales" can best be described as	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
E2.5.F	Respond using acquired content and academic vocabulary as appropriate.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E2.5.G	Discuss and write about the explicit or implicit meanings of text.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.5.H	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.5.I	Reflect on and adjust responses when valid evidence warrants.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E2.5.J	Defend or challenge the authors' claims using relevant text evidence.	Standard met in SeeReader, Writing Prompts	Who was President Kennedy's real target audience for his September 1962 moon speech?	Describe how the author of an argument tries to prove that he or she is right.
E3.5.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.5.B	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.5.C	Use text evidence and original commentary to support an analytic response.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	Based on the selection, "The Canterbury Tales" can best be described as	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
E3.5.F	Respond using acquired content and academic vocabulary as appropriate.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.5.G	Discuss and write about the explicit and implicit meanings of text.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.5.H	Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)
E3.5.I	Reflect on and adjust responses when valid evidence warrants.	Standard met in SeeReader, Writing Prompts		Aligned with Program Component(s)

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E3.5.J	Defend or challenge the authors' claims using relevant text evidence.	Standard met in SeeReader, Writing Prompts	What about Jean-Victor strikes Hardimont as "startling"?	What are some clues you found in a selection that let you know when and where the selection takes place even though the author does not overtly state this information?
E4.5.A	Describe personal connections to a variety of sources, including self-selected texts.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.5.D	Paraphrase and summarize texts in ways that maintain meaning and logical order.	Standard met in SeeReader, Writing Prompts	Based on the selection, "The Canterbury Tales" can best be described as	Imagine you are an attorney. Prepare a summation of a selection you have read to present to a jury for deliberation.
E4.5.F	Respond using acquired content and academic vocabulary as appropriate.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.5.G	Discuss and write about the explicit and implicit meanings of text.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.5.H	Respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.5.I	Reflect on and adjust responses when valid evidence warrants.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.5.J	Defend or challenge the authors' claims using relevant text evidence.	Standard met in SeeReader, Writing Prompts	Who was President Kennedy's real target audience for his September 1962 moon speech?	Describe how the author of an argument tries to prove that he or she is right.

Grade 12 - Multiple genres

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
Literary elements				
E1.6.A	Analyze how themes are developed through characterization and plot in a variety of literary texts.	Standard met in SeeReader, Writing Prompts	Read this excerpt. What two things does it tell you about the captain's perceptions of the men in the dinghy?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
E1.6.B	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.	Standard met in SeeReader, Writing Prompts	Read this excerpt. What two things does it tell you about the captain's perceptions of the men in the dinghy?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
E2.6.A	Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.	Standard met in SeeReader, Writing Prompts	The events in this tale could best be described by the expression	(Theme: environment) Describe a selection in which a nature or the environment was represented in either a positive or negative way, and how this positive or negative view affected the characters and events in the selection.
E2.6.B	Analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events.	Standard met in SeeReader, Writing Prompts	Read this excerpt. What two things does it tell you about the captain's perceptions of the men in the dinghy?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
E2.6.D	Analyze how historical and cultural settings influence characterization, plot, and theme across texts.	Standard met in SeeReader, Writing Prompts	The Graffiti Studio could best be described as	Develop a survey that asks readers to rate different elements (characters, actions, events, motivations, etc.) in a selection according to their importance to the plot.
E3.6.A	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.	Standard met in SeeReader, Writing Prompts	Read this excerpt. What two things does it tell you about the captain's perceptions of the men in the dinghy?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
E3.6.B	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.	Standard met in SeeReader, Writing Prompts	How does Ariel react when her dad tells her he has stage four, diabetic retinopathy?	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
E3.6.C	Evaluate how different literary elements shape the author's portrayal of the plot.	Standard met in SeeReader, Writing Prompts	In this selection, de Cervantes used an image to make an analogy. According to de Cervantes, this image represents	Choose an image from a fictional selection you have read. Use the image as inspiration to write a new nonfiction piece on the same topic.

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E3.6.D	Analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.	Standard met in SeeReader, Writing Prompts	What about Jean-Victor strikes Hardimont as "startling"?	What are some clues you found in a selection that let you know when and where the selection takes place even though the author does not overtly state this information?
E4.6.A	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.	Standard met in SeeReader, Writing Prompts	Read this excerpt. What two things does it tell you about the captain's perceptions of the men in the dinghy?	Describe how you arrived at conclusions about a selection's main idea and characters if information about these text elements was not directly stated.
E4.6.B	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.	Standard met in SeeReader, Writing Prompts	How does Ariel react when her dad tells her he has stage four, diabetic retinopathy?	Imagine you are the main character in a selection you read. Would your emotional reactions to events in the selection be the same as those of the actual character? Explain why or why not.
E4.6.D	Evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.	Standard met in SeeReader, Writing Prompts	The events in this tale could best be described by the expression	(Theme: environment) Describe a selection in which a nature or the environment was represented in either a positive or negative way, and how this positive or negative view affected the characters and events in the selection.

Genres

E1.7.D.i	Analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion.	Standard met in SeeReader, Writing Prompts	What is the main idea of this selection?	Using the Internet or other research tools, find three additional pieces of information that support the main idea stated in the selection.
E1.7.E.i	Analyze characteristics and structural elements of argumentative texts such as: clear arguable claim, appeals, and convincing conclusion.	Standard met in SeeReader, Writing Prompts	The author describes junk food makers as innovative. Which sentence supports that claim?	Think about how an author's bias affects the validity of a claim. Choose a selection you have read and explain whether or not the author's bias has caused him or her to make a false claim.
E2.7.A	Read and analyze world literature across literary periods.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E2.7.D.i	Analyze characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusion.	Standard met in SeeReader, Writing Prompts	What is the main idea of this selection?	Using the Internet or other research tools, find three additional pieces of information that support the main idea stated in the selection.

Reading Plus Alignment to the Texas Essential Knowledge and Skills for Grades 1-12

STANDARD	EXPECTATION	ALIGNMENT	READING PLUS EXEMPLARS	
			READING STEM	WRITING PROMPT
E2.7.E.i	Analyze characteristics and structural elements of argumentative texts such as: clear arguable claim, appeals, and convincing conclusion.	Standard met in SeeReader, Writing Prompts	The author describes junk food makers as innovative. Which sentence supports that claim?	Think about how an author's bias affects the validity of a claim. Choose a selection you have read and explain whether or not the author's bias has caused him or her to make a false claim.
E3.7.A	Read and analyze American literature across literary periods.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E3.7.D.i	Analyze characteristics and structural elements of informational texts such as: clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.	Standard met in SeeReader, Writing Prompts	What is the main idea of this selection?	Using the Internet or other research tools, find three additional pieces of information that support the main idea stated in the selection.
E3.7.E.i	Analyze characteristics and structural elements of argumentative texts such as: clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action.	Standard met in SeeReader, Writing Prompts	The author describes junk food makers as innovative. Which sentence supports that claim?	Think about how an author's bias affects the validity of a claim. Choose a selection you have read and explain whether or not the author's bias has caused him or her to make a false claim.
E4.7.A	Read and analyze British literature across literary periods.	Standard met in SeeReader, Writing Prompts	Aligned with Program Component(s)	
E4.7.D.i	Critique and evaluate characteristics and structural elements of informational texts such as: clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.	Standard met in SeeReader, Writing Prompts	What is the main idea of this selection?	Using the Internet or other research tools, find three additional pieces of information that support the main idea stated in the selection.
E4.7.E.i	Critique and evaluate characteristics and structural elements of argumentative texts such as: clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action.	Standard met in SeeReader, Writing Prompts	The author describes junk food makers as innovative. Which sentence supports that claim?	Think about how an author's bias affects the validity of a claim. Choose a selection you have read and explain whether or not the author's bias has caused him or her to make a false claim.

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