

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Beginning Reading Skills/Print Awareness

TEK: Students understand how English is written and printed. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE:	SE: 1(A) distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).	SE: 1(A) recognize that spoken words are represented in written English by specific sequences of letters; 1(B) identify upper and lower case letters; 1(C) sequence the letters of the alphabet; 1(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation); 1(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; 1(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	SE: 1(A) recognize that spoken words can be represented by print form communication; 1(B) identify upper and lower case letters; 1(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text; 1(D) recognize the difference between a letter and a printed word; 1(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping); 1(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; 1(G) identify different parts of a book (e.g., front and back covers, title page).
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Beginning Reading Skills/Phonological Awareness

TEK: Students display phonological awareness. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE:	SE:	SE: 2(A) orally generate a series of original rhyming words using a variety of phonograms (e.g., ake, -ant, -ain) and consonant blends (e.g., bl, st, tr); 2(B) distinguish between long-and-short vowel sounds in spoken one-syllable words (e.g., bit/bite); 2(C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w to g/l/o/w); 2(D) blend spoken phonemes to form one-and two-syllable words, including consonant blends (e.g., spr); 2(E) isolate initial, medial, and final sounds in one-syllable spoken words; 2(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t).	SE: 2(A) identify a sentence made up of group of words; 2(B) identify syllables in spoken words; 2(C) orally generate rhymes in response to spoken words (e.g. “What rhymes with hat?”) 2(D) distinguish orally presented rhyming parts of words from non-rhyming pairs; 2(E) recognize spoken alliteration or groups of words that begin with the spoken onset or initial sound (e.g., “baby boy bounces the ball”); 2(F) blend spoken onsets and rimes to form simple words (e.g., onset /c/ and /rime / at / make cat); 2(G) blend spoken phonemes to form one-syllable words (e.g., /m/.../a/.../n/ says man); 2(H) isolate the initial sound in one-syllable spoken words. 2(I) segment spoken one-syllable words into two to three phonemes (e.g., dog: /d/.../o/.../g/).
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Beginning Reading Skills/Phonics

TEK: (Grades K, 1) Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. **(Grades 2, 3)** Students use the relationships between letters and sounds, spelling patterns, and Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
<p>SE: 1(A) decode multisyllabic words in context and independent of context by applying common spelling patters, including:</p> <ul style="list-style-type: none"> (i) dropping the final “e” and add endings such as – ing, -ed, or –able (e.g., use, using, used, usable); (ii) doubling final consonants when adding an ending (e.g., hop to hopping); (iii) changing the final “y” to “I” (e.g., baby to babies); (iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); (v) using knowledge of derivational affixes (e.g., -de, -ful, -able) 	<p>SE: 2(A) decode multisyllabic words in context and in isolations by applying common letter-sound correspondences, including:</p> <ul style="list-style-type: none"> (i) single letters)consonants and vowels); (ii) consonant blends (e.g., thr, spl); (iii) consonant digraphs (e.g., ng, ck, ph); (iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou); 	<p>SE: 3(A) decode words in context and in isolations by applying common letter-sound correspondences, including:</p> <ul style="list-style-type: none"> (i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z (ii) single letters (vowels) including short a, short e, short I, short o, short u, long a (a-e), long e (e), long I (i-e), long o (o-e), long u (u-e), y=long e, and y=long i (iii) consonant blends (e.g., bl, st); (iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph; (v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and –igh; (vi) vowel diphthongs including oy, oi, ou, and ow; 	<p>SE: 3(A) identify the common sounds that letters represent;</p> <p>3(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);</p>
<p>Specifics (description of lesson, include any “tricks”)</p>	<p>Specifics (description of lesson, include any “tricks”)</p>	<p>Specifics (description of lesson, include any “tricks”)</p>	<p>Specifics (description of lesson, include any “tricks”)</p>
<p>Rationale (clarification of TEKS/SE)</p>	<p>Rationale (clarification of TEKS/SE)</p>	<p>Rationale (clarification of TEKS/SE)</p>	<p>Rationale (clarification of TEKS/SE)</p>
<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Beginning Reading Skills/Phonics

TEK: (Grades K, 1) Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. **(Grades 2, 3)** Students use the relationships between letters and sounds, spelling patterns, and Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 1(B) use common syllabication patterns to decode words including: (i) closed syllable (CVC) (e.g., mag-net, splen-did); (ii) open syllable (CV) (e.g., ve-to); (iii) final stable syllable (e.g., puz-zle, con-trac-tion); (iv) r-controlled vowels (e.g., fer-ment, car-pool);	SE: 2(B) use common syllabication patterns to decode words including: (i) closed syllable (CVC) (e.g., pic-nic, mon-ster); (ii) open syllable (CV) (e.g., ti-ger) (iii) final stable syllable (e.g., sta-tion, tum-ble); (iv) vowel-consonant-silent “e” words (VCe) (e.g., in-vite, cape) (vi) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); (v) r-controlled vowels (e.g., per-fect, cor-ner.	SE: 3(C) use common syllabication patterns to decode words, including: 3(i) closed syllable (CVC) (e.g., mt, rab-bit); (ii) open syllable (CV) (e.g., he, ba-by); (iii) final stable syllable (e.g., ap-ple, a-ble); (iv) vowel-consonant-silent “e” words (VCe) (e.g., kite, hide); (v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal (vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or	SE: 3(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words); 3(C) recognize that new words are created when letters are changed, added, or deleted; 3(D) identify and read at least 25 high-frequency words from a commonly used list.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Beginning Reading Skills/Phonics

TEK: (Grades K, 1) Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. (Grades 2, 3) Students use the relationships between letters and sounds, spelling patterns, and Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 1(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);	SE: 2(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant)	SE: 3(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short vowel patterns) to create recognizable words. 3(E) read base words with inflectional endings (e.g., plurals, past tenses); 3(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);	SE: 3(C) recognize that new words are created when letters are changed, added, or deleted;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Beginning Reading Skills/Phonics

TEK: (Grades K, 1) Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. **(Grades 2, 3)** Students use the relationships between letters and sounds, spelling patterns, and Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 1(D) identify and read contractions (e.g., I'd, won't);	SE: 2(E) identify and read abbreviations (e.g., Mr., Ave.); 2(F) identify and read contractions (e.g., haven't, it's)	SE: 3(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream); 3(G) identify and read contractions (e.g., isn't, can't);	SE: 3(C) recognize that new words are created when letters are changed, added, or deleted;
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Beginning Reading Skills/Phonics

TEK: (Grades K, 1) Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. **(Grades 2, 3)** Students use the relationships between letters and sounds, spelling patterns, and Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 1(E) monitor accuracy and decoding	SE: 2(G) identify and read at least 300 high-frequency words from a commonly used list; 2(H) monitor accuracy of decoding	SE: 3(H) identify and read at least 100 high-frequency words from a commonly used list; 3(I) monitor accuracy of decoding	SE: 3(D) identify and read at least 25 high-frequency words from a commonly used list.
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Beginning Reading/Strategies

TEK: Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 2(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions; 2(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; 2(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	SE: 3(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions. 3(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; 3(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	SE: 4(A) confirm predictions about what will happen next in text by “reading the part that tells”; 4(B) ask relevant questions, seek clarification, seek clarification, and locate facts and details about stories and other texts; 4(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	SE: 4(A) predict what might happen next in text based on the cover, title, and illustrations 4(B) ask and respond to questions about texts read aloud.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Fluency

TEK: Students read grade level text with fluency and comprehension. Students are expected to:

8th Grade	7th Grade	6 th Grade	5 th Grade
SE: 1(A) adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text	SE: 1(A) adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text	SE: 1(A) adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text	SE: 1(A) read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Fluency

TEK: Students read grade level text with fluency and comprehension. Students are expected to:

4th Grade	3 rd Grade	2 nd Grade	1 st Grade
SE: 1(A) read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	SE: 3(A) read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	SE: 4(A) read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	SE: 5(A) read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development/Prefixes, Suffixes, Root Words

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 1(A) Determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	SE: 1 (A) (S) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	SE: 1 (A) (S) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	SE: 1 (A) (S) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STARR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			NT
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		NT	NT

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development/Prefixes, Suffixes, Root Words

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 1 (A) (S) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	SE: 2(A) (R) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SE: 2(A) (R)determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SE: 2(A) (R) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STARR 2012	STAAR 2012	STAAR 2012	STAAR 2012
NT	NT	1/82%	1/93%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
	2/80%	1/69%	NT
		<p>28 In paragraph 1, the word <u>omission</u> means something that is –</p> <p>F offered</p> <p>G left out</p> <p>H changed</p> <p>J written down</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development/Prefixes, Suffixes, Root Words

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 2(A) (R) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SE: 2(A) (R) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SE: 2(A) (R) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SE: 4(A) (R) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
	Main Idea- Lesson		
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
	Compare and contrast		
Vocabulary	Vocabulary	Vocabulary	Vocabulary
	Truism/ Supporting details described as SD		
STARR 2012	STAAR 2012	STAAR 2012	STAAR 2012
1/93%	1/79%	1/53%	NT
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
	NT	NT	4A-1/66%
			<p>24 In paragraph 3, what does the word <u>dissatisfied</u> mean?</p> <p>F Not satisfied</p> <p>G Satisfied before</p> <p>H Able to be satisfied</p> <p>J One who is satisfied</p>

English Language Arts
Vertical Alignment by Grade

Strand: Vocabulary Development: Prefixes/Suffixes/Root Words

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 4(A) (R) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;	SE: 5(A) (S) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);		
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012			
NT			
STAAR 2013			
4A-1/66%			
<p>24 In paragraph 3, what does the word <u>dissatisfied</u> mean?</p> <p>F Not satisfied</p> <p>G Satisfied before</p> <p>H Able to be satisfied</p> <p>J One who is satisfied</p>			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE:	SE:	SE: 6(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns); 6(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime)	SE: 5(A) identify and use words that name actions, directions, positions, sequences, and locations; 5(B) recognize that compound words are made up of short words
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 1(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	SE: 1(B) (R) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	SE: 1(B) (R) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	SE: 1(B) (R) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STARR 2012	STAAR 2012	STAAR 2012	STAAR 2012
STARR 2013	STAAR 2013	NT STAAR 2013	2/62% STAAR 2013
		3/63%	3/84%
		7 In paragraph 7, which term refers to a belief that is contrary to prevailing opinion? A heresy B info junkie C environmentalist D petri dish	14 Which expression from paragraph 8 means “to glorify”? F put on a pedestal G get out of control H tear you down J let you become human
		24 Who first suggested using Navajo for military radio communications? F The son of missionaries G A Navajo Marine H A Code Talker J A communications expert	22 Which words best help the reader understand the meaning of the word russet in line 8? F blue-black water G boats, grasses H gold, sunburnt J empty blue sky

		<p>32 In paragraph 3, the word <i>apprised</i> means —</p> <p>F denied</p> <p>G warned</p> <p>H told</p> <p>J relieved</p>	<p>10 Which words from paragraph 7 best help the reader understand the use of the word <i>arresting</i>?</p> <p>F <i>It sobers everyone</i></p> <p>G <i>Frighten the cobra</i></p> <p>H <i>He knows the commotion</i></p> <p>J <i>He speaks quickly</i></p>
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English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 1(B) (R) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	SE: 2(B) (R) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of Unfamiliar or ambiguous words or words with novel meanings	SE: 2(B) (R) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;	SE: 2(B) (R) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STARR 2012 2/62%	STAAR 2012 3/66%	STAAR 2012 3/76%	STAAR 2012 5/73%
STARR 2013 2/84%	STAAR 2013 3/66%	STAAR 2013 4/77%	STAAR 2013 3/75%
<p>14 Which expression from paragraph 8 means “to glorify”?</p> <p>F <i>put on a pedestal</i></p> <p>G <i>get out of control</i></p> <p>H <i>tear you down</i></p> <p>J <i>let you become human</i></p>	<p>19 In paragraph 11, the word <u>logistics</u> means the —</p> <p>A raising of funds</p> <p>B supervising of details</p> <p>C recruiting of members</p> <p>D scheduling of practices</p>	<p>1 What does the word <u>reenactment</u> mean in paragraph 12?</p> <p>A A protest in response to an action</p> <p>B A repetition of an event</p> <p>C A celebration of a famous person</p> <p>D A competition involving many participants</p>	<p>4 As used in paragraph 2, what does the word <u>periodic</u> mean?</p> <p>F Regularly occurring</p> <p>G Unexpected</p> <p>H Previous</p> <p>J Seldom repeated</p>
<p>22 Which words best help the reader understand the meaning of the word <u>russet</u> in line 8?</p> <p>F <i>blue-black water</i></p> <p>G <i>boats, grasses</i></p> <p>H <i>gold, sunburnt</i></p> <p>J <i>empty blue sky</i></p>	<p>44 Which words from paragraph 2 help the reader understand what <u>opted</u> means?</p> <p>F <i>pitting forces frequently</i></p> <p>G <i>decided to change</i></p> <p>H <i>army was defeated</i></p> <p>J <i>times of attack</i></p>	<p>32 In paragraph 11, the word <u>refuted</u> means —</p> <p>F ignored</p> <p>G performed</p> <p>H disproved</p> <p>J questioned</p>	<p>10 In paragraph 13, the word <u>relented</u> means —</p> <p>F created a spectacle</p> <p>G gave in</p> <p>H entertained an audience</p> <p>J worked hard</p>

	<p>49 In paragraph 5, the word <u>sophisticated</u> means —</p> <p>A risky B expensive C attractive D elaborate</p>	<p>43 What does the word <u>flustered</u> mean in paragraph 12?</p> <p>A Irritated B Greedy C Suspicious D Sly</p>	<p>19 In paragraph 8, the word <u>resistant</u> means —</p> <p>A looking similar to B able to withstand C hidden from sight D becoming unwanted</p>
		<p>47 In paragraph 20, the word <u>waver</u> means to —</p> <p>A tease B be unhappy C hesitate D be humble</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 2(B) (R) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;	SE: 2(B) (R) use context (e.g., in-sentence restatement to determine or clarify the meaning of unfamiliar or multiple meaning words;	SE: 2(B) (R) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;	SE: 4(B) (R) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
	American & African culture Indians used stories to explain the unexplainable. How the leopard got its spots, etc.		
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
	What is phenomena What is an origin myth		
Vocabulary	Vocabulary	Vocabulary	Vocabulary
	Phenomena, origin		
STARR 2012	STAAR 2012	STAAR 2012	STAAR 2012
5/73%	3/65%	4/58%	4B-5/69%
STARR 2013	STAAR 2013	STAAR 2013	STAAR 2013
3/75%	5/58%	5/71%	4/67%
<p>4 As used in paragraph 2, what does the word <u>periodic</u> mean?</p> <p>F Regularly occurring</p> <p>G Unexpected</p> <p>H Previous</p> <p>J Seldom repeated</p>	<p>5 In paragraph 8, the word <u>reluctantly</u> means —</p> <p>A playfully</p> <p>B impatiently</p> <p>C admiringly</p> <p>D unwillingly</p>	<p>11 Which word from paragraph 17 helps the reader understand the meaning of the word <u>assured</u>?</p> <p>A return</p> <p>B looked</p> <p>C led</p> <p>D promise</p>	<p>7 What does the word <u>fortunate</u> mean in paragraph 1?</p> <p>A Wise</p> <p>B Happy</p> <p>C Lucky</p> <p>D Proud</p>
<p>10 In paragraph 13, the word <u>relented</u> means —</p> <p>F created a spectacle</p> <p>G gave in</p> <p>H entertained an audience</p> <p>J worked hard</p>	<p>12 Which of the following words from paragraph 6 help the reader understand the meaning of <u>intricate</u>?</p> <p>F detailed and challenging</p> <p>G larger and easier</p> <p>H is understandable</p> <p>J different-shaped</p>	<p>27 In paragraph 6, the word <u>detects</u> means —</p> <p>A dislikes</p> <p>B expects</p> <p>C discovers</p> <p>D ignores</p>	<p>2 Read this dictionary entry for the word <u>free</u>.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>free \frē\ <i>adjective</i></p> <p>1. not costing any money</p> <p>2. not controlled by others</p> <p>3. not exact</p> <p>4. not busy</p> </div> <p>Which meaning of <u>free</u> is used in paragraph 9?</p> <p>F Meaning 1</p> <p>G Meaning 2</p> <p>H Meaning 3</p> <p>J Meaning 4</p>

<p>19 In paragraph 8, the word <u>resistant</u> means —</p> <p>A looking similar to B able to withstand C hidden from sight D becoming unwanted</p>	<p>34 Which words from paragraph 18 help the reader know what the word <u>navigate</u> means?</p> <p>F <i>to partipate in</i> G <i>around the ship</i> H <i>had no problem</i> J <i>teach your team</i></p>	<p>29 In paragraph 4, the word <u>indicates</u> means —</p> <p>A suggests B depends C helps D decides</p>	<p>14 Read the dictionary entry below.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>straight \ˈstrɑːt/ <i>adjective</i></p> <ol style="list-style-type: none"> 1. honest 2. correct 3. without curves or bends 4. following one after another </div> <p>Which meaning best fits the way <u>straight</u> is used in paragraph 17?</p> <p>F Meaning 1 G Meaning 2 H Meaning 3 J Meaning 4</p>
	<p>39 In paragraph 4, what does the word <u>permanent</u> mean?</p> <p>A Constant B Popular C Interesting D Inexpensive</p>	<p>37 Which words in paragraph 11 help the reader understand the meaning of the word <u>collapse</u>?</p> <p>A <i>chipping for years</i> B <i>about to break</i> C <i>sitting down</i> D <i>wood is splintering</i></p>	<p>37 What is the meaning of the word <u>hesitant</u> in paragraph 7?</p> <p>A Unsure B Annoyed C Honored D Hopeful</p>
	<p>44 In paragraph 7, the word <u>enhance</u> means to —</p> <p>F reduce the volume G imitate the sounds H enlarge the images J increase the quality</p>	<p>42 In paragraph 52, the word <u>revealing</u> means —</p> <p>F studying G offering H moving J showing</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 4(B) (R) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;	SE: 5(B) (R) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;	SE: 6(C) (S) determine what words mean from how they are used in a sentence, either heard or read;	
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STARR 2012 5/69%	STAAR 2012	STAAR 2012	STAAR 2012
STARR 2013 4/67%	STAAR 2013	STAAR 2013	STAAR 2013
<p>7 What does the word <u>fortunate</u> mean in paragraph 1?</p> <p>A Wise B Happy C Lucky D Proud</p>			
<p>2 Read this dictionary entry for the word <u>free</u>.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>free \frē\ <i>adjective</i> 1. not costing any money 2. not controlled by others 3. not exact 4. not busy</p> </div> <p>Which meaning of <u>free</u> is used in paragraph 9?</p> <p>F Meaning 1 G Meaning 2 H Meaning 3 J Meaning 4</p>			
<p>14 Read the dictionary entry below.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>straight \strät\ <i>adjective</i> 1. honest 2. correct 3. without curves or bends 4. following one after another</p> </div> <p>Which meaning best fits the way <u>straight</u> is used in paragraph 1?</p> <p>F Meaning 1 G Meaning 2 H Meaning 3 J Meaning 4</p>			

37 What is the meaning of the word hesitant in paragraph 7?

- A Unsure
- B Annoyed
- C Honored
- D Hopeful

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 1(C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/ antonyms, connotation/ denotation);	SE: 1(C) (S) infer word meaning through the identification and analysis of analogies and other word relationships;	SE: 1(C) (S) infer word meaning through the identification and analysis of analogies and other word relationships;	SE: 1(C) produce analogies that describe a function of an object or its description;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STARR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			NT
STARR 2013	STAAR 2013	STAAR 2013	STAAR 2013
			NT

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 1(C) produce analogies that describe a function of an object or its description;	SE: 2(C) complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____);	SE: 2(C) complete analogies that describe part to whole or whole to part;	SE: 2(C) complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: _____ or pen:ink as book: _____);
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STARR 2012	STAAR 2012	STAAR 2012	STAAR 2012
NT	NT	NT	NT
STARR 2013	STAAR 2013	STAAR 2013	STAAR 2013
	NT	NT	NT

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 2(C) complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: ____ or pen:ink as book: ____);	SE: 2(C) produce analogies with known antonyms and synonyms;	SE: 2(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____, or girl:woman as boy:____);	SE: 4(C) (S) identify and use antonyms, synonyms, homographs, and homophones;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STARR 2012	STAAR 2012	STAAR 2012	STAAR 2012
NT	NT	NT	1/51%
STARR 2013	STAAR 2013	STAAR 2013	STAAR 2013
NT	NT	NT	1/77%
			<p>34 Which word is a synonym of <u>creating</u> in paragraph 10</p> <p>F Finding</p> <p>G Making</p> <p>H Drawing</p> <p>J Organizing</p>

English Language Arts
Vertical Alignment by Grade

Reading/Vocabulary Development

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 4(C) (S) identify and use antonyms, synonyms, homographs, and homophones;	SE: 5(C) (S) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning;	SE: 6(D) identify and sort words into conceptual categories (e.g., opposites, living things);	SE: 5(C) (S) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STARR 2012 1/51%	STAAR 2012	STAAR 2012	STAAR 2012
STARR 2013 1/77%	STAAR 2013	STAAR 2013	STAAR 2013
34 Which word is a synonym of <u>creating</u> in paragraph 10? F Finding G Making H Drawing J Organizing			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 1(D) analyze and explain how the English language has developed and been influenced by other languages;	SE: 1(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words;	SE: 1(D) Show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., glasnost, avant-garde, coup d'état);	SE: 1(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tête a tête, pas de deux, bon appetit, quid pro quo);
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 1(D) (S)describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo);	SE: 2(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna);	SE: 2(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., <i>habeus corpus</i> , <i>e pluribusunum</i> , <i>bona fide</i> , <i>nemesis</i>);	SE: 2(D) explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 2(D) explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera);	SE: 2(D) identify and explain the meaning of common idioms, adages, and other sayings;	SE: 2(D) identify the meaning of common idioms;	SE: 4(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles);
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 4(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles);	SE:	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 1(E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.	SE: 1(E) (R) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	SE: 1(E) (R) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology	SE: 1(E) (R) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STARR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			1/81%
STARR 2013	STAAR 2013	STAAR 2013	STAAR 2013
			NT

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 1(E) (R) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology	SE: 2 (E) (R) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	SE: 2 (E) (R) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	SE: 2 (E) (R) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STARR 2012 1/81%	STAAR 2012 2/83%	STAAR 2012 1/66%	STAAR 2012 1/73%
STARR 2013 NT	STAAR 2013 NT	STAAR 2013 NT	STAAR 2013 3/74%
			<p>22 Why did Dr. Hunter have hope that the yellow-spotted bell frog might someday be rediscovered?</p> <p>F The decrease in predators made it likely that some frogs survived.</p> <p>G Other species thought to be extinct had been found.</p> <p>H Conditions where the frogs were typically found became less dangerous.</p> <p>J Less human contact reduced the risk to the species.</p>
			<p>33 Read the following dictionary entry.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>run \ˈrʌn\ <i>n</i></p> <p>1. an established route or course 2. a series of similar events 3. a continued effort 4. a flow of liquid</p> </div> <p>Which definition matches the word <u>run</u> as it is used in paragraph 10?</p> <p>A Definition 1</p> <p>B Definition 2</p> <p>C Definition 3</p> <p>D Definition 4</p>

			<p>44 Look at the dictionary entry below.</p> <div data-bbox="1703 180 1887 272" style="border: 1px solid black; padding: 5px;"><p>remote /rɪˈmòt/, <i>adj</i> 1. unlikely to happen 2. located far away 3. not directly involved 4. controlled from a distance</p></div> <p>Which definition best fits the way the word <u>remote</u> is used in paragraph 9?</p> <p>F Definition 1 G Definition 2 H Definition 3 J Definition 4</p>
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English Language Arts
Vertical Alignment by Grade

Strand: Reading/Vocabulary Development

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 2 (E) (R) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	SE: 2 (E) (R) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	SE: 2(E) (R) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	SE: 4(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STARR 2012 1/73%	STAAR 2012 2/72%	STAAR 2012 1/76%	STAAR 2012 NT
STARR 2013 3/74%	STAAR 2013 1/78%	STAAR 2013 1/87%	STAAR 2013 NT
<p>22 Why did Dr. Hunter have hope that the yellow-spotted bell frog might someday be rediscovered?</p> <p>F The decrease in predators made it likely that some frogs survived.</p> <p>G Other species thought to be extinct had been found.</p> <p>H Conditions where the frogs were typically found became less dangerous.</p> <p>J Less human contact reduced the risk to the species.</p>	<p>25 Read this dictionary entry.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>strike \ˈstrɪk\ <i>verb</i></p> <p>1. to hit with a hand or an object 2. to crash against 3. to affect suddenly 4. to come to an agreement</p> </div> <p>Which definition best matches the word <u>strike</u> as it is used in paragraph 3?</p> <p>A Definition 1</p> <p>B Definition 2</p> <p>C Definition 3</p> <p>D Definition 4</p>	<p>1 Read this dictionary entry.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>stand \ˈstænd\ <i>noun</i></p> <p>1. a frame that is used to hold something upright 2. a small structure from which products are sold 3. a raised platform from which a person makes a speech 4. the place where a witness presents information in a courtroom</p> </div> <p>Which definition of <u>stand</u> is used in paragraph 6?</p> <p>A Definition 1</p> <p>B Definition 2</p> <p>C Definition 3</p> <p>D Definition 4</p>	

33 Read the following dictionary entry.

run \ˈrʌn\ *n*
1. an established route or course
2. a series of similar events 3. a continued effort 4. a flow of liquid

Which definition matches the word run as it is used in paragraph 10?

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

44 Look at the dictionary entry below.

remote ˈrɪ-ˈmòt\ *adj*
1. unlikely to happen 2. located far away 3. not directly involved
4. controlled from a distance

Which definition best fits the way the word remote is used in paragraph 9?

- F Definition 1
- G Definition 2
- H Definition 3
- J Definition 4

English Language Arts
Vertical Alignment by Grade

Strand: Vocabulary Development: Dictionary/ Glossary/ Thesaurus

TEK: Students understand new vocabulary and use it when reading and writing. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 4(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.	SE: 5(D) alphabetize a series of words and use a dictionary or a glossary to find words.	SE: 6(E) (S) alphabetize a series of words to the first or second letter and use a dictionary to find words.	SE: 5(D) (S) use a picture dictionary to find words.
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STARR 2012 NT	STAAR 2012	STAAR 2012	STAAR 2012
STARR 2013 NT	STAAR 2013	STAAR 2013	STAAR 2013

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Theme and Genre

TEK: Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 2(A) compare and contrast works of literature that express a universal theme;	SE: 2(A) (R) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	SE: 2(A)(S) compare and contrast differences in similar themes expressed in different time periods;	SE: 2(A) (S) analyze how the genre of texts with similar themes shapes meaning;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STARR 2012	STAAR 2012	STAAR 2012	STAAR 2012
STARR 2013	STAAR 2013	STAAR 2013	2 –K&S 1/70% Dual w/ Fig 19B STAAR 2013
		2-K&S; 2/80% Dual w/ Fig 19B	NT
		<p>19 Which of these best states the poem’s theme?</p> <p>A Although children may disagree with their elders, family bonds remain strong.</p> <p>B Sentiment is a waste of time and energy.</p> <p>C Progress can be judged only by an impartial observer.</p> <p>D Even in the midst of historic change, some things remain constant.</p>	
		<p>33 Read this quotation from paragraph 5.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>In the bedroom, on the brown wall, hung a single picture—the portrait of a boy in grey velvet—that interested Paul most of all. The boy’s hand rested on the head of a big dog, and he looked infinitely noble and charming, and yet (in spite of the dog) so sad and lonely that he too might have come home that very day to a strange house in which none of his old things could be found.</i></p> </div> <p>The quotation suggests that the selection explores the theme of —</p> <p>A the companionship of a faithful family pet</p> <p>B neglect of children in wealthy families</p> <p>C the grace and charm of a fine work of art</p> <p>D respect for the memory of ancestors</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Theme and Genre

TEK: TEKS Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 2(A) (S) analyze how the genre of texts with similar themes shapes meaning;	SE: 3(A) (S) analyze literary works that share similar themes across cultures;	SE: 3(A) (S) describe multiple themes in a work of fiction;	SE: 3(A) (S) infer the implicit theme of a work of fiction, distinguishing theme from the topic;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
			Summary vs. Theme Summary: “somebody wanted but then so” one sentence explain character, conflict, resolution. Theme: Life lesson, author’s message (What does the author want you to walk away with?) (A sentence, not a word [topic]) Inference Umbrella: draw conclusions, theme vocabulary, characterization, character motivation, predictions.
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
			Integrate “truism” (A broad statement that will be true across time and culture)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			Specifics (description of lesson, include any “tricks”)
STARR 2012	STAAR 2012	STAAR 2012	STAAR 2012
2-K&S; 1/70% Dual w/Fig 19B	3-K&S; 1/80% Dual w/Fig 19D	3-K&S; 1/74% Dual w/Fig 19D	3-K&S; 1/90% Dual w/Fig 19D
STARR 2013	STAAR 2013	STAAR 2013	STAAR 2013
NT	3-K&S; 2/72% Dual w/Fig 19D	3-K&S; 1/74% Dual w/Fig 19D	3A - 1/71%
	<p>2 Which statement best expresses the main theme of the excerpt?</p> <p>F It is important for people to accept their friends’ decisions.</p> <p>G People should be true to their own goals.</p> <p>H It is best to avoid problems rather than try to solve them.</p> <p>J Friends who have overcome obstacles give useful advice.</p>	<p>30 A theme expressed in the story centers on –</p> <p>F treating everyone fairly</p> <p>G helping those who are in need</p> <p>H making the best of a bad situation</p> <p>J hiding anger from others</p>	<p>9 What is one message the author conveys in the story?</p> <p>A Treat others as you want to be treated.</p> <p>B People who prepare are the most successful.</p> <p>C You must take risks in order to succeed.</p> <p>D It is best not to judge situations too early.</p>

33 Which lines from the poem reflect a lesson that the speaker learns?

- A "In lush gardens,/the words will bloom up all around you,"
- B Quickly marching words,/all in a line,
- C "Start with any scribble,/and soon the ideas will form."
- D Hello, words./Hello, victory!

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Theme and Genre

TEK: TEKS Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 3(A) (S) infer the implicit theme of a work of fiction, distinguishing theme from the topic;	SE: 3(A) (S) compare and contrast the themes or moral lessons of several works of fiction from various cultures;	SE: 3(A) (S) summarize and explain the lesson or message of a work of fiction as its theme;	SE: 5(A) (S) paraphrase the themes and supporting details of fables, legends, myths, or stories;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Summary vs. Theme Summary: “somebody wanted but then so” one sentence explain character, conflict, resolution. Theme: Life lesson, author’s message (What does the author want you to walk away with?) (A sentence, not a word [topic]) Inference Umbrella: draw conclusions, theme vocabulary, characterization, character motivation, predictions.		Ask author’s purpose- what do you think the author wants us to learn, to understand? Read texts with similar themes and with different themes to give them exposure to different types of themes/ lessons. Explaining- more based on text evidence, although there may be many, what is overall? Author’s intent? Explicitly teach theme as a statement/ truism	Mr. Peabody’s Apples. -Theme needs to be a complete sentence, not just one word. -Make connections with the theme. - Different types of stories – use supporting details to show text evidence. -All stories bring in all fiction elements (theme being one) -What is the author trying to teach us? -I know statements/ personal connection.
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Integrate “truism” (A broad statement that will be true across time and culture)		Make inferences analyze & draw conclusions, looking at the text clues, evidence in text to explain the message or theme in fiction. Make sure to use truism.	Make inferences, draw conclusions, use different genres.
Vocabulary	Vocabulary	Specifics (description of lesson, include any “tricks”)	Vocabulary
Specifics (description of lesson, include any “tricks”)			
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
3-K&S; 1/90% Dual w/Fig 19D	3-K&S; 1/39% Dual w/Fig 19D	3A – 1/64%	5-K&S; 2/64% Dual w/Fig 19D
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
3A - 1/71%	NT	3 K&S; 3/55% Dual w/Fig 19D	5A – 2/68%
9 What is one message the author conveys in the story? A Treat others as you want to be treated. B People who prepare are the most successful. C You must take risks in order to succeed. D It is best not to judge situations too early.		13 What identifies this story as realistic fiction? A The events that take place could happen. B The author includes an illustration in the story. C The author asks a question at the end of the story. D The characters are people who are well known.	12 What lesson does Judy learn? F It is difficult to fool your mother. G You can still have fun on a rainy day. H It is difficult to go to school on a rainy day. J Mothers expect their children to do well in school.

		<p>23 What is the message of this poem?</p> <p>A Music can make a situation less stressful.</p> <p>B Kind words can be very helpful.</p> <p>C Children are amused by animals.</p> <p>D Children are not easily fooled.</p>	<p>40 What is the main theme of the story?</p> <p>F People are often unwilling to try something new.</p> <p>G Don't be afraid to show people who you really are.</p> <p>H People enjoy learning about other cultures.</p> <p>J You can teach people some things more easily than other things.</p>
		<p>41 What lesson does Cara learn from Grandpa?</p> <p>A Surprises can sometimes bring great joy to people.</p> <p>B Spending time with a grandparent is fun no matter what you do together.</p> <p>C Repairing old things to make them useful again can be rewarding.</p> <p>D Old things lose their meaning when they are made to look new again.</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Theme and Genre

TEK: TEKS Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 5(A) (S)paraphrase the themes and supporting details of fables, legends, myths, or stories;	SE: 6(A) (S) identify moral lessons as themes in well-known fables, legends, myths, or stories;	SE: 7(A) (R) connect the meaning of a well-known story or fable to personal experiences;	6(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Mr. Peabody’s Apples. -Theme needs to be a complete sentence, not just one word. -Make connections with the theme. - Different types of stories – use supporting details to show text evidence. -All stories bring in all fiction elements (theme being one) -What is the author trying to teach us? -I know statements/ personal connection.			
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Make inferences, draw conclusions, use different genres.			
Specifics (description of lesson, include any “tricks”)	Vocabulary	Vocabulary	Vocabulary
Mr. Peabody’s Apples. -Theme needs to be a complete sentence, not just one word. -Make connections with the theme. - Different types of stories – use supporting details to show text evidence. -All stories bring in all fiction elements (theme being one) -What is the author trying to teach us? -I know statements/ personal connection.			
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
5A - 2/68% 5-K&S; 2/64% Dual w/ Fig 19D			
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
5A - 2/68%			

<p>12 What lesson does Judy learn?</p> <p>F It is difficult to fool your mother.</p> <p>G You can still have fun on a rainy day.</p> <p>H It is difficult to go to school on a rainy day.</p> <p>J Mothers expect their children to do well in school.</p>			
<p>40 What is the main theme of the story?</p> <p>F People are often unwilling to try something new.</p> <p>G Don't be afraid to show people who you really are.</p> <p>H People enjoy learning about other cultures.</p> <p>J You can teach people some things more easily than other things.</p>			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Theme and Genre

TEK: Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 2(B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions;	SE: 2(B) (S) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films;	SE: 2(B) (S) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature;	SE: 2(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Theme and Genre

TEK: Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 2(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature;	SE: 3(B) (S) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths);	SE: 3(B) (S) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories);	SE: 3(B) (S) analyze the function of stylistic elements (e. g., magic helper, rule of three) in traditional and classical literature from various cultures;
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
			Study of Folk Tales around the world & why the author uses certain stylistic elements. Use well known fairy tales to teach "Magic Helper" and "rule of three"
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
			Determine genre through use of stylistic elements
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			"Phenomena" (from 5 th Grade) should be integrated into study rule of three

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Theme and Genre

TEK: Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 3(B) (S) analyze the function of stylistic elements (e. g., magic helper, rule of three) in traditional and classical literature from various cultures;	SE: 3(B) (S) describe the phenomena explained in origin myths from various cultures;	SE: 3(B) (S) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.	SE: 5(B) compare and contrast the settings in myths and traditional folktales.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Study of Folk Tales around the world & why the author uses certain stylistic elements. Use well known fairy tales to teach “Magic Helper” and “rule of three”		Compare Paul Bunyun to Pecos Bill or the Rabbit and the Spider in two fables. Compare the adventure they go on or the exploits (heroic acts) compare character of Cinderella & Yo- shen to another fairytale character. Adventures- actions, events, where they went & what they did, struggles or adventure.	Read multiple stories, myths, folktales and compare the various settings. For example- real world settings, fantasy/ fictional settings. How does the setting tie into the story? Myths- more fantasy/ fictional settings. Folktales- more real world settings (traditional)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Determine genre through use of stylistic elements		Example- Two tricksters – how did they try, what was their motive, what happened in the end? Can we learn anything from their exploits or adventures?	Make sure to compare AND contrast settings.
Vocabulary	Vocabulary	Vocabulary	Vocabulary
“Phenomena” (from 5 th Grade) should be integrated into study rule of three		Similarities, differences, compare, contrast, adventure, exploit, heroic act	Setting, compare and contrast, a like and different, similarities and differences.

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Theme and Genre

TEK: Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 5(B) compare and contrast the settings in myths and traditional folktales.	SE: 6(B) (S)compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.	SE: 7(B) (S) explain the function of recurring phrases (e.g., “Once upon a time” or “They lived happily ever after”) in traditional folk- and fairy tales.	SE: 6(D) (S) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Read multiple stories, myths, folktales and compare the various settings. For example- real world settings, fantasy/ fictional settings. How does the setting tie into the story? Myths- more fantasy/ fictional settings. Folktales- more real world settings (traditional)			
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Make sure to compare AND contrast settings.			
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Setting, compare and contrast, a like and different, similarities and differences.			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Theme and Genre

TEK: Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 2(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.	SE: 2(C) (S) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	SE: 2(C) (S) relate the figurative language of a literary work to its historical and cultural setting.	SE: 2(C) (S) relate the figurative language of a literary work to its historical and cultural setting.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Theme and Genre

TEK: Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 2(C) (S) relate the figurative language of a literary work to its historical and cultural setting.	SE: 3(C) (S) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.	SE: 3(C) (S) analyze how place and time influence the theme or message of a literary work.	SE: 3(C) compare and contrast the historical and cultural settings of two literary works.
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Theme and Genre

TEK: Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 3(C) compare and contrast the historical and cultural settings of two literary works.	SE: 3(C) (S) explain the effect of a historical event or movement on the theme of a work of literature.	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Theme and Genre

TEK: Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE:	SE:	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Poetry

TEK: Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 3(A) evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods	SE: 3(A) (S) analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	SE: 3(A) (S) analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.	SE: 3(A) analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			3A – 2/82%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		3-K&S; 3/73% Dual w/Fig 19B	3A – 1/68% 3-K&S; 3/63% Dual w/Fig 19B
		<p>18 In lines 7 and 8, the poet uses a simile that has the ironic effect of making the minnows seem –</p> <p>F curious</p> <p>G threatening</p> <p>H beautiful</p> <p>J humorous</p>	<p>24 Read these lines from the poem.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>A clap of thunder beyond those hills. How well sound travels over water. . . .</p> </div> <p>The poet uses these lines to emphasize the importance of –</p> <p>F truth</p> <p>G listening</p> <p>H power</p> <p>J imagination</p>

		<p>20 Read these lines from the poem.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>I am four in this photograph, standing on a wide strip of Mississippi beach, my hands on the flowered hips of a bright bikini. . . .</p> </div> <p>In these lines, the poet's tone can best be described as —</p> <p>F nostalgic G strident H apologetic J reverent</p>	<p>23 Read the following lines from the poem.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>I say, "It's Sunday, and here we are in the church of the out-of-doors."</p> </div> <p>By using this analogy, the poet emphasizes —</p> <p>A the speaker's authority as a parent B the importance of spending time with family C the speaker's emotional vulnerability D the sacredness of nature</p>
		<p>22 In line 12, the reader can infer that the speaker uses the pronoun "us" to refer to —</p> <p>F African Americans G the general public H her extended family J young women</p>	<p>25 Which line best explains why the speaker begins to speak at the end of the poem but then stops?</p> <p>A A clap of thunder beyond those hills. B It hits me that my daughter is a young woman, C the russet and gold of late summer's sunburnt grasses, D That's the trick in life—learning to leave well enough alone.</p>
			<p>27 What is the most likely reason the poet ends the first stanza after line 13?</p> <p>A To emphasize the poem's central message B To indicate a change in the poem's setting C To introduce new details about the poem's speaker D To highlight a shift in point of view</p>

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Poetry

TEK: Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 3(A) analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry	SE: 4(A) (S) compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).	SE: 4(A) (S) analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.	SE: 4(A) (S) explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012 3A – 2/82%	STAAR 2012 4-K&S; 4/62% Dual w/Fig 19D&E	STAAR 2012 4-K&S; 2/70% Dual w/F19D	STAAR 2012 4-K&S; 3/64% Dual w/Fig 19D
STAAR 2013 3A – 1/68%	STAAR 2013 4-K&S; 7/70% Dual w/Fig 19D	STAAR 2013 4A – 1/83%	STAAR 2013 4A – 1/62%
3-K&S; 3/63% Dual w/Fig 19B		4-K&S; 1/73% Dual w/Fig 19D	4-K&S; 4/71% Dual w/Fig 19D
<p>24 Read these lines from the poem.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>A clap of thunder beyond those hills. How well sound travels over water. . . .</p> </div> <p>The poet uses these lines to emphasize the importance of –</p> <p>F truth</p> <p>G listening</p> <p>H power</p> <p>J imagination</p>	<p>11 How are the train and the speaker similar?</p> <p>A Like the train that has a schedule to keep, the speaker has an approaching responsibility.</p> <p>B Like the train that brays and boasts, the speaker acts in an overly proud manner.</p> <p>C Like the train that travels at midnight, the speaker prefers to work during the night.</p> <p>D Like the train that stays on a straight course, the speaker avoids change.</p>	<p>14 What chore do the father and daughter perform in the poem?</p> <p>F Baling hay</p> <p>G Clearing snow</p> <p>H Exercising cattle</p> <p>J Feeding livestock</p>	<p>27 Read these lines from the poem.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I felt beaten splashing out to see How little garden was left to me.</p> </div> <p>The poet uses these lines to show that the speaker feels –</p> <p>A defeated by the storm</p> <p>B confused by the effect the rain had on the garden</p> <p>C burdened by the amount of work required to manage a garden</p> <p>D concerned that the storm has not ended</p>
<p>23 Read the following lines from the poem.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I say, "It's Sunday, and here we are in the church of the out-of-doors."</p> </div> <p>By using this analogy, the poet emphasizes –</p> <p>A the speaker's authority as a parent</p> <p>B the importance of spending time with family</p> <p>C the speaker's emotional vulnerability</p> <p>D the sacredness of nature</p>	<p>12 Which line from the poem best expresses the speaker's sense of dread?</p> <p>F Line 2: and it's midnight,</p> <p>G Line 7: and needed rest.</p> <p>H Line 8: When I lie in wait</p> <p>J Line 15: from so many miles away . . .</p>	<p>16 The abrupt dialogue in the poem helps convey the idea that the characters are –</p> <p>F enjoying the morning</p> <p>G focused on their work</p> <p>H cold and uncomfortable</p> <p>J worried about their safety</p>	<p>25 In line 24, why does the speaker say that he found "sweetness and pride" in the first tomato?</p> <p>A He has worked hard to grow the tomatoes.</p> <p>B He has planted a very sweet-tasting variety of tomato.</p> <p>C Tomatoes are his favorite food to eat.</p> <p>D He knows the next tomato will not taste as good.</p>

<p>25 Which line best explains why the speaker begins to speak at the end of the poem but then stops?</p> <p>A A clap of thunder beyond those hills.</p> <p>B It hits me that my daughter is a young woman,</p> <p>C the russet and gold of late summer's sunburnt grasses,</p> <p>D That's the trick in life—learning to leave well enough alone.</p>	<p>15 Dividing the poem into two stanzas allows the poet to —</p> <p>A compare the speaker's schedule with the train's schedule</p> <p>B ask questions to keep the reader guessing about what will happen</p> <p>C contrast the speaker's feelings about weekends and Mondays</p> <p>D incorporate reminders for the reader about where the action takes place</p>		<p>26 Stanza 4 is important to the poem because it shows —</p> <p>F the way the speaker feels about his brothers</p> <p>G the speaker's commitment to his garden</p> <p>H the speaker's lack of experience with gardening</p> <p>J the changes the speaker notices in his plants</p>
<p>27 What is the most likely reason the poet ends the first stanza after line 13?</p> <p>A To emphasize the poem's central message</p> <p>B To indicate a change in the poem's setting</p> <p>C To introduce new details about the poem's speaker</p> <p>D To highlight a shift in point of view</p>	<p>16 The train is important to the poem because it represents —</p> <p>F reflecting on the past</p> <p>G visiting distant places</p> <p>H following a planned routine</p> <p>J interrupting peaceful memories</p>		<p>28 The poet organizes the poem by —</p> <p>F explaining the reasons for each of the speaker's actions</p> <p>G listing the growing phases of the speaker's tomato plants</p> <p>H presenting the order of events in the speaker's experience</p> <p>J noting the frequent changes in the speaker's emotions</p>
	<p>17 The poet likely intends for the last two lines to express the speaker's —</p> <p>A regret over the experiences of the weekend</p> <p>B concern about doing well in school</p> <p>C fear of the arriving train</p> <p>D anxiety about the coming day</p>		<p>29 Which line from the poem presents a problem that the speaker cannot control?</p> <p>A To keep away the birds that hoped to eat</p> <p>B Of pests for whom green leaves mean lunch.</p> <p>C Tomatoes in the strip of clay</p> <p>D One night it rained so fiercely that</p>
	<p>34 In the poem, the speaker's mood changes from —</p> <p>F uncertain to discouraged</p> <p>G frustrated to joyous</p> <p>H lonely to peaceful</p> <p>J relaxed to excited</p>		
	<p>37 Based on the last stanza, the reader can conclude that the speaker —</p> <p>A wants to write about winning a race</p> <p>B hopes to finish writing soon</p> <p>C has begun expressing ideas freely</p> <p>D hopes to learn organizational skills</p>		

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Poetry

TEK: Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 4(A) (S) explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.	SE: 4(A) (S) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.	SE: 4(A) (S) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).	SE: 6(A) (S) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012 4-K&S; 3/64% Dual w/Fig 19D	STAAR 2012 4-K&S; 2/74% Dual w/Fig 19D	STAAR 2012 4A – 2/57% 4-K&S; 5/66% Dual w/Fig 19D	STAAR 2012 6A - 1/73% 6-K&S; 4/61% Dual w/Fig 19D
STAAR 2013 4A - 1/62% 4-K&S; 4/71% Dual w/Fig 19D	STAAR 2013 4-K&S; 3/64% Dual w/Fig 19D&E	STAAR 2013 4A – 1/83% 4-K&S; 3/56% Dual w/Fig 19D	STAAR 2013 6A - 1/82% 6-K&S; 3/53% Dual w/Fig 19D
<p>27 Read these lines from the poem.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p><i>I felt beaten splashing out to see How little garden was left to me.</i></p> </div> <p>The poet uses these lines to show that the speaker feels –</p> <p>A defeated by the storm B confused by the effect the rain had on the garden C burdened by the amount of work required to manage a garden D concerned that the storm has not ended</p>	<p>19 The poet uses line 11 to signal that the speaker changes from –</p> <p>A cheerful to sad B interested to bored C confident to unsure D desperate to hopeful</p>	<p>19 Which words rhyme in each stanza of the poem?</p> <p>A The last words in the second and fourth lines B The last words in the first and fourth lines C The last words in the first and third lines D The last words in every line</p>	
<p>25 In line 24, why does the speaker say that he found “sweetness and pride” in the first tomato?</p> <p>A He has worked hard to grow the tomatoes. B He has planted a very sweet-tasting variety of tomato. C Tomatoes are his favorite food to eat. D He knows the next tomato will not taste as good.</p>	<p>20 In line 3, why does the poet repeat and italicize the words from line 2?</p> <p>F To show that the role will be difficult G To emphasize that this role is important to the speaker H To show that the speaker is familiar with the play J To give the name of the play the speaker is in</p>	<p>20 The words in parentheses in line 14 emphasize that the speaker is –</p> <p>F happy that the nurse is easy to understand G annoyed by the way the nurse talks to her H disappointed that the nurse does not know how old she is J relieved that the nurse is trying to make her feel comfortable</p>	<p>31 Which of these lines from the poem rhyme?</p> <p>A Lines 2 and 4 B Lines 5 and 7 C Lines 11 and 12 D Lines 23 and 24</p>

<p>26 Stanza 4 is important to the poem because it shows —</p> <p>F the way the speaker feels about his brothers G the speaker's commitment to his garden H the speaker's lack of experience with gardening J the changes the speaker notices in his plants</p>	<p>21 The poem is mostly about a speaker who —</p> <p>A is chosen for a role in a play that he doesn't understand B has trouble with his lines after seeing his classmates in the audience C experiences problems onstage but is able to finish his performance D can hardly wait to be onstage because he has practiced so much</p>	<p>21 The doctor's waiting room is decorated with animals most likely to —</p> <p>A convince children that animals are interesting B allow children to study animals during their visit C help children imagine what going to the zoo is like D create a pleasing environment for children</p>	<p>29 Why does the poet use the exclamation points in the first stanza?</p> <p>A To express the speaker's joy B To describe the speaker's thoughts C To show the speaker's fear D To emphasize the speaker's surprise</p>
<p>28 The poet organizes the poem by —</p> <p>F explaining the reasons for each of the speaker's actions G listing the growing phases of the speaker's tomato plants H presenting the order of events in the speaker's experience J noting the frequent changes in the speaker's emotions</p>	<p>22 Read lines 17 and 18.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>"Doctor is ready now," she coos. "Come in, lamb, you'll be fine."</p> </div> <p>The dialogue used in these lines shows that —</p> <p>F the nurse thinks that the speaker is acting childish G the nurse thinks that the speaker is nervous about seeing the doctor H the speaker is not entertained by the music in the waiting room J the speaker is not distracted by the appearance of the waiting room</p>	<p>32 Read lines 17 and 18 from the poem.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>Oh, please, I thought, don't tell my mom what I did yesterday!</i></p> </div> <p>These lines best support the idea that the speaker —</p> <p>F is hoping to talk about something other than school G wants to be the one who tells his mother what happened at school H wants to get home as quickly as possible J knows he did something wrong at school</p>	
<p>29 Which line from the poem presents a problem that the speaker cannot control?</p> <p>A To keep away the birds that hoped to eat B Of pests for whom green leaves mean lunch. C Tomatoes in the strip of clay D One night it rained so fiercely that</p>		<p>33 How does the speaker feel throughout the poem?</p> <p>A Silly B Angry C Excited D Uncomfortable</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Poetry

TEK: Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 6(A) (S) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).	SE: 7(A) (S) describe how rhyme, rhythm, and repetition interact to create images in poetry.	SE: 8(A) (S) respond to and use rhythm, rhyme, and alliteration in poetry.	SE: 7(A) (S) respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
6A - 1/73% 6-K&S; 4/61% Dual w/Fig 19D			
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
6A - 1/82% 6-K&S; 3/53% Dual w/Fig 19D			
31 Which of these lines from the poem rhyme? A Lines 2 and 4 B Lines 5 and 7 C Lines 11 and 12 D Lines 23 and 24			
29 Why does the poet use the exclamation points in the first stanza? A To express the speaker's joy B To describe the speaker's thoughts C To show the speaker's fear D To emphasize the speaker's surprise			

32 Read lines 17 and 18 from the poem.

*Oh, please, I thought, don't tell my mom
what I did yesterday!*

These lines best support the idea that the speaker —

- F is hoping to talk about something other than school
- G wants to be the one who tells his mother what happened at school
- H wants to get home as quickly as possible
- J knows he did something wrong at school

33 How does the speaker feel throughout the poem?

- A Silly
- B Angry
- C Excited
- D Uncomfortable

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Drama

TEK: Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 4(A) evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.	SE: 4(A) (S) analyze the themes and characteristics in different periods of modern American drama.	SE: 4(A) (S) analyze how archetypes and motifs in drama affect the plot of plays.	SE: 4(A) (S) explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			NT
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
			NT

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Drama

TEK: Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 4(A) (S) explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.	SE: 5(A) (S) analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.	SE: 5(A) (S) explain a playwright's use of dialogue and stage directions.	SE: 5(A) (S) explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012 NT	STAAR 2012 5A-2/67% 5-K&S; 5/62% Dual w/Fig 19D	STAAR 2012 NT	STAAR 2012 NT
STAAR 2013 NT	STAAR 2013 NT	STAAR 2013 5A – 4/70% 5-K&S; 1/62% Dual w/Fig 19D	STAAR 2013 NT
		<p>44 In Scene 1, the dialogue between the boy and the banker reveals that the boy –</p> <p>F does not understand why the banker is visiting</p> <p>G enjoys talking with the banker</p> <p>H refuses to respond to the banker's questions</p> <p>J does not feel threatened by the banker</p>	
		<p>46 The playwright uses the stage directions at the end of Scene 1 to hint that –</p> <p>F the banker cannot be trusted</p> <p>G the boy is tired of playing</p> <p>H the witness is not reliable</p> <p>J the boy's parents will be home soon</p>	
		<p>48 Paragraph 30 is important to the play because it shows that the banker –</p> <p>F often forgets about agreements he has made</p> <p>G has no intention of forgiving the family's debt</p> <p>H is still upset about the boy's responses to his questions</p> <p>J has an important job in the village</p>	

		<p>49 Which of the following lines does the playwright include to show that the boy is clever?</p> <p>A BOY: My mother has gone to the market to sell fans so that she can buy oil for our lamps. Isn't that what you would call selling the wind to buy the moon?</p> <p>B BOY: It's true. He promised.</p> <p>C BOY: I do have a witness, Your Honor.</p> <p>D BOY: [<i>Appearing in the doorway.</i>] No! You don't owe him. He promised me he would forget about the debt.</p>	
		<p>45 Read the following line from Scene 3 of the play.</p> <div data-bbox="1178 399 1407 513" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>NARRATOR: The boy's parents know that their son is honest, so they have gone to court to let a mandarin decide what to do.</p> </div> <p>What is ironic about the parents' belief that their son is honest?</p> <p>A The boy realizes that the witness is unable to talk about the agreement.</p> <p>B The boy does not want to reveal to the banker where his parents are.</p> <p>C The boy explains that the banker said he would not collect the money owed.</p> <p>D The boy lies in court in order to get the banker to tell the truth.</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Drama

TEK: Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 5(A) (S) explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.	SE: 5(A) (S) analyze the similarities and differences between an original text and its dramatic adaptation.	SE: 5(A) (S) describe the structural elements particular to dramatic literature.	SE: 7(A) explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012 NT	STAAR 2012 5-K&S; 5/65% Dual w/Fig 19D&E	STAAR 2012 5A – /43% 5-K&S; 4/68% Dual w/Fig 19D	STAAR 2012 NT
STAAR 2013 NT	STAAR 2013 5-K&S; 7/76% Dual w/Fig 19D&E	STAAR 2013 5A – 1/48% 5-K&S; 4/67% Dual w/Fig 19D	STAAR 2013 NT
	<p>1 Which of these helps Mike solve Mrs. Watson’s problem?</p> <p>A The detail about the Ranger Scouts meeting</p> <p>B The smell of her cookies</p> <p>C Her keys on the table</p> <p>D Agatha’s meowing</p>	<p>39 The stage directions at the beginning of Scene 1 help the reader by –</p> <p>A establishing the setting</p> <p>B introducing the main problem</p> <p>C explaining the plot</p> <p>D describing the characters</p>	
	<p>2 This play is divided into two scenes because –</p> <p>F a character in Scene 1 is not present in Scene 2</p> <p>G the setting changes between Scene 1 and Scene 2</p> <p>H the conflict is presented in Scene 1 and resolved in Scene 2</p> <p>J the dialogue begins in Scene 2</p>	<p>38 Read these lines from the play.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>CARA: Seriously? No offense, Grandpa, but that thing belongs in the garbage.</p> </div> <p>These lines suggest that Cara believes the chair –</p> <p>F has no value</p> <p>G is not used often enough</p> <p>H will take too long to repair</p> <p>J is uncomfortable</p>	

	<p>3 Which of these is the best summary of Scene 1?</p> <p>A While Mike is visiting Carl during a rainstorm, they hear someone scream. Mike is frightened by it, but Carl is not.</p> <p>B Carl and Mike watch television during a thunderstorm. They hear a scream, and at first they think it has come from the TV.</p> <p>C As Carl and Mike begin to watch a mystery movie, they hear a scream. Carl goes outside to investigate, and Mike follows.</p> <p>D Mike is peeking through Carl's curtains when he hears a scream. Someone is yelling for help.</p>	<p>40 Which line from the play supports the idea that Cara is proud of the work she has done with Grandpa?</p> <p>F CARA: Is this good enough, Grandpa?</p> <p>G CARA: Grandma's coming!</p> <p>H CARA: We're out here, Grandma!</p> <p>J CARA: We did it with our own four hands.</p>	
	<p>4 Read this excerpt from Scene 2.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>MIKE: [<i>Nods eagerly.</i>] My dad was taking me to Ranger Scouts last night, and the traffic was bad.</p> <p>[<i>Carl gives him an annoyed look.</i>]</p> </div> <p>What can the reader infer about Carl from this excerpt?</p> <p>F Carl thinks that what Mike is saying isn't important.</p> <p>G Carl doesn't believe that the traffic was bad.</p> <p>H Carl envies Mike for being a Ranger Scout.</p> <p>J Carl thinks that Mike has been rude to Mrs. Watson.</p>	<p>43 Which quotation from the play best explains Grandpa's reason for suggesting that he and Cara work on a surprise for Grandma?</p> <p>A GRANDPA: This is what happens when you ignore something.</p> <p>B GRANDPA: I have all the supplies we need in the garage.</p> <p>C GRANDPA: Besides, this is your grandmother's favorite chair, so it'll be better than a new chair.</p> <p>D GRANDPA: Now it will be your turn to choose the color for Grandma's chair.</p>	
	<p>6 The playwright included thunder and lightning in Scene 1 most likely to —</p> <p>F create suspense</p> <p>G indicate that the main characters are afraid</p> <p>H alarm the audience</p> <p>J explain the book's disappearance</p>	<p>44 Read this stage direction from the play.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>[<i>Cara sands the wood, and Grandpa hums happily as he works on replacing the cracked piece.</i>]</p> </div> <p>What does this stage direction suggest about Grandpa?</p> <p>F He is good at repairing rocking chairs.</p> <p>G He is enjoying his task.</p> <p>H He has the tools needed to make repairs to the chair.</p> <p>J He is glad that someone is helping him repair the chair.</p>	
	<p>7 How is Carl different from Mike?</p> <p>A Carl is more honest.</p> <p>B Carl is more fearful.</p> <p>C Carl is more curious.</p> <p>D Carl is more careless.</p>		

8 Which of the props used in this play is needed for the resolution of the conflict?

F A book

G A set of keys

H The plate of cookies

J A detective hat

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Drama

TEK: Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 7(A) explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.	SE: 8(A)(S) identify the elements of dialogue and use them in informal plays.		SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012 NT	STAAR 2012	STAAR 2012	STAAR 2012
STAAR 2013 NT	STAAR 2013	STAAR 2013	STAAR 2013

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Fiction

TEK: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 5(A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction;	SE: 5(A) (R) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;	SE: 5(A) (R) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;	SE: 5(A) (S) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
STAAR 2013	STAAR 2013	STAAR 2013	NT STAAR 2013
		5-K&S; 2/77% Dual w/ Fig 19B	5A-1/58% 5-K&S; 2/59% Dual w/ Fig 19B
		<p>35 Which line from the selection provides the best evidence that Paul's mother has remarried more than once?</p> <p>A He had been almost sure—as sure as he ever was of anything—that he should find her at home when he arrived. . . .</p> <p>B It was the first time he had seen the new hôtel which his step-father had bought, and in which Mr. and Mrs. Moffatt had hastily established themselves. . . .</p> <p>C His mother had become Mrs. Moffatt, and the father he had been most used to, and liked best, had abruptly disappeared from his life. . . .</p> <p>D Paul never knew where they were except when a telegram announced that they were going somewhere else.</p>	<p>33 The author uses ellipses primarily to —</p> <p>A give the story a conversational tone</p> <p>B make the reader think that the story will have an unexpected ending</p> <p>C indicate that the narrator is judgmental</p> <p>D imply that the reader should act as a participant in the events of the story</p>
		<p>37 From the description of Mr. Moffatt's library, the reader can infer that he —</p> <p>A has many intellectual interests and a strong hunger for knowledge</p> <p>B is more interested in displaying his wealth than in reading or writing</p> <p>C earns his living working in his library and rarely ventures out of it</p> <p>D is proud of his ancestors' contributions to science and literature</p>	<p>11 What is the primary purpose of paragraph 1?</p> <p>A To start the story with an exciting event</p> <p>B To establish the context for the events that follow</p> <p>C To reveal that the narrator is unreliable</p> <p>D To introduce the reader to the story's primary conflict</p>

			<p>12 Which of these is an example of irony in the story?</p> <p>F A colonel and a young girl debate whether men and women have different amounts of self-control.</p> <p>G Cobras normally hide in the rafters of a room, but the cobra in the story is under the table.</p> <p>H The American is the only person at the party besides the hostess who realizes the danger everyone is in.</p> <p>J The hostess exhibits extreme self-control at the very moment the colonel is saying that women lack it.</p>
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English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Fiction

TEK: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 5(A) (S) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;	SE: 6(A) (R) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;	SE: 6(A) (R) explain the influence of the setting on plot development;	SE: 6(A) (R) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
			Use a roller coaster to teach plot development. Use <u>Crash</u> by Jerry Spinelli for application/ inference of plot. Write a book review using a three sentence summary.
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
			Summarize: (“Somebody Wanted But Then So”) plot in one sentence.
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			Inciting incident, conflict, exposition, rising action, turning point, climax, falling action, denouement, foreshadow, flashback.
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
NT	6A-2/75% 6-K&S; 2/59% Dual w/Fig 19E	6-K&S; 5/61% Dual w/Fig 19D&E	6A-3/57% 6-K&S; 5/69% Dual 19D&E
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
5-K&S; 1/59% Dual w/Fig 19B	6A-3/55% 6-K&S; 2/71% Dual w/Fig 19D	6A – 1/74% 6-K&S; 1/57% Dual w/Fig 19E	6A-2/67% 6-K&S; 5/75% Dual 19D&E
<p>33 The author uses ellipses primarily to –</p> <p>A give the story a conversational tone</p> <p>B make the reader think that the story will have an unexpected ending</p> <p>C indicate that the narrator is judgmental</p> <p>D imply that the reader should act as a participant in the events of the story</p>	<p>4 The author included paragraph 15 in order to –</p> <p>F explain why Lola has decided she does not want to perform in the play</p> <p>G let the reader know that at one time Ella did not want Lola to act in the play</p> <p>H show the reader that Lola is no longer interested in being in the play</p> <p>J demonstrate that Ella is upset with Lola for not following her earlier advice about being in the play</p>	<p>27 How does the setting influence the plot of the story?</p> <p>A The conditions on the boat contribute to the conflict Pavel experiences.</p> <p>B The letter from Pavel’s uncle introduces an important character.</p> <p>C The man standing in front of the soup pot provides comic relief.</p> <p>D Pavel’s fellow passengers encourage him to remain hopeful about purchasing land.</p>	<p>11 Paragraphs 6 and 7 contribute to the rising action of the story by showing that Chloe –</p> <p>A no longer wants to participate in the mentoring program</p> <p>B has the wrong impression about first grade</p> <p>C is unfamiliar with the concepts being taught in first grade</p> <p>D does not like being told what to do</p>

<p>11 What is the primary purpose of paragraph 1?</p> <p>A To start the story with an exciting event</p> <p>B To establish the context for the events that follow</p> <p>C To reveal that the narrator is unreliable</p> <p>D To introduce the reader to the story's primary conflict</p>	<p>8 Which event triggers the main problem in the excerpt?</p> <p>F Lola getting the role Carla Santini wanted in the play</p> <p>G Lola moving to a new school in the suburbs</p> <p>H Lola pretending to be sick on the day of the play</p> <p>J Lola arguing with Ella about her decision</p>	<p>29 Which of these is the best summary of the story?</p> <p>A Pavel is immigrating to America to join his uncle. Many other people are also making the long journey to America. On the lowest deck of the boat, it is very crowded. Pavel thinks of a song to sing, and eventually others begin to sing and dance, too.</p> <p>B The trip to America is a long and difficult one, and the space below the decks is crowded and smelly. The only food is soup that the travelers must share. Pavel thinks about the people on the upper decks who can eat while sitting at a table. He finally gets soup for himself.</p> <p>C Pavel is traveling with many other immigrants on a boat to America. To avoid thinking about the smelly, crowded conditions, Pavel reflects on a letter from his uncle, who has settled in Texas. Pavel shows that he is focused on his goals when he thinks of a way to avoid a bully.</p> <p>D Some immigrants traveling to America are crowded together in the lowest deck of a boat. Pavel thinks about a letter from his uncle that tells about the life that Pavel will find when he reaches Texas. The letter describes the beautiful sky, the clean air, and the promise of endless farmland. Pavel looks forward to being there.</p>	<p>15 Which sentence expresses the turning point in the story?</p> <p>A <i>I looked at the students and gave them a thumbs-up.</i></p> <p>B <i>I wasn't the one who was complaining anymore.</i></p> <p>C <i>It sounded like a great classroom to spend time in.</i></p> <p>D <i>Just six weeks ago I had been the envy of my middle school peers.</i></p>
<p>12 Which of these is an example of irony in the story?</p> <p>F A colonel and a young girl debate whether men and women have different amounts of self-control.</p> <p>G Cobras normally hide in the rafters of a room, but the cobra in the story is under the table.</p> <p>H The American is the only person at the party besides the hostess who realizes the danger everyone is in.</p> <p>J The hostess exhibits extreme self-control at the very moment the colonel is saying that women lack it.</p>	<p>10 Which statement best expresses the main conflict in the excerpt?</p> <p>F Lola is upset that her best friend Ella has come to her house so early in the morning.</p> <p>G Carla Santini, the most popular girl in school, wants the lead role in the school play.</p> <p>H Ella respects Lola and wants her to talk to Carla Santini and her classmates.</p> <p>J Lola tries to avoid performing in a play because of the negative reaction she has received at school.</p>		<p>8 From Chloe's description of the fourth-grade students in paragraph 8, the reader can tell that Chloe —</p> <p>F is jealous of Maneya's mentoring assignment</p> <p>G realizes that mentoring requires long hours</p> <p>H regrets becoming a school mentor</p> <p>J is unhappy with Maneya's approach to mentoring</p>
	<p>6 Which sentence best explains why Lola is surprised by Ella's actions?</p> <p>F <i>She hadn't been able to bring me my homework the afternoon before because she had to do something with her mother at the last minute, but I'd figured she'd wait till the weekend to come.</i></p> <p>G <i>Ella's face was red and blotchy from crying.</i></p> <p>H <i>Ella gazed at me in silence for several seconds.</i></p> <p>J <i>I had the thought to jump up and lock the door, but before I could, it opened and Ella Marjorie Gerard, the girl once destined to be picked as Most Shy in our high-school yearbook, marched in.</i></p>		<p>13 What can the reader conclude about Chloe's and Maneya's mentoring experiences?</p> <p>A Both mentoring assignments end in a positive way.</p> <p>B Both mentors need help to be successful in their assignments.</p> <p>C Both mentors fail to learn from their assignments.</p> <p>D Both mentoring assignments present unique challenges.</p>
	<p>9 Which of these best expresses Ella's admiration for Lola?</p> <p>A <i>"You taught me that you can make life what you want."</i></p> <p>B <i>"What happened to the person who never gives up?"</i></p> <p>C <i>"Everybody's depending on you."</i></p> <p>D <i>"This isn't like you at all."</i></p>		<p>14 In paragraphs 4 and 5, what does Chloe's conversation with Maneya reveal about Chloe?</p> <p>F She believes that she will not have to work hard in the first-grade classroom.</p> <p>G She has experience working with young children.</p> <p>H She dislikes fourth-grade students.</p> <p>J She does not enjoy attending classes at her middle school.</p>

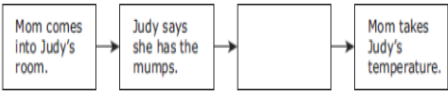
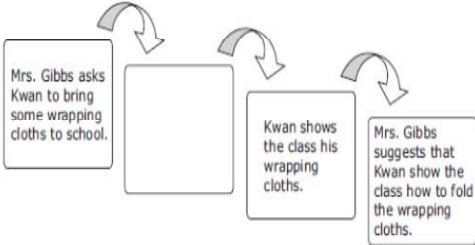
			<p>17 Read the following sentence from paragraph 7.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>"I'm trying my best to help teach this stuff, but the kids look at me like I've just arrived from another planet."</i></p> </div> <p>This sentence helps illustrate Chloe's –</p> <p>A ignorance</p> <p>B stubbornness</p> <p>C frustration</p> <p>D uncertainty</p>
			<p>16 What is the best summary of the story?</p> <p>F As noise fills the first-grade classroom, Miss Sanchez makes the students stop talking. Chloe is excited about working with the students as part of a mentoring program. Chloe's friend Maneya is assigned to mentor fourth-grade students, and Maneya is unhappy about her assignment.</p> <p>G Chloe is assigned to mentor in a first-grade class, and her friend Maneya is assigned to mentor in a fourth-grade class. At first Chloe thinks teaching first graders will be easy, but she soon finds out that it is not as easy as she had thought. Maneya has success with the fourth-grade class while Chloe struggles.</p> <p>H Chloe becomes confused when Fernando puts three fingers in front of her face. She complains to her friend Maneya that mentoring in a first-grade class is not easy at all. Chloe thinks that the students do not understand her. Chloe learns that being a mentor in a first-grade class is not nearly as easy as she had first thought.</p> <p>J Chloe and her friend Maneya are both assigned to be mentors in elementary school classrooms. Maneya finds success early with her fourth-grade class, but Chloe has a difficult time managing her first graders. Chloe eventually learns that she has to adapt to the procedures of the first-grade classroom in order to succeed.</p>

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Fiction

TEK: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 6(A) (R) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	SE: 6(A) (R) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;	SE: 6(A) (R) sequence and summarize the plot's main events and explain their influence on future events;	SE: 8(A) (R) sequence and summarize the plot's main events and explain their influence on future events;
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Use a roller coaster to teach plot development. Use <u>Crash</u> by Jerry Spinelli for application/ inference of plot. Write a book review using a three sentence summary.	Examples of biographies 7 autobiographies from library. Examples from internet (disc. Why not to trust Wiki) Lesson- Region 4- Non-fiction Scavenger hunt in library or class with set of non-fiction books (sets per group)	Use a fiction story and pull out main events of story and discuss how one event might affect another. Example we sue is how spending time effected turn out of story and how the boy decided to ask Dad not to give pie to Jeremy .Ross. We make sure all events in order when students create a summary. One event affects another. We use a chain of dominoes as a visual.	Start with sequencing, have students order the events, and we will remove an important event that changes the story. Students have to fill in the missing event. Move to summary- have students pull out the most important parts. Characters, problem and resolution, eventually move only to most important parts. Cookadoodledo- because the pig was so literal, what did that cause later in the story? Explain their influence in future events. – explain what influence an action had on future parts of the story.
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Summarize: ("Somebody Wanted But Then So") plot in one sentence.	Structural patterns are huge here! – providing text as support!	Plot's main events- important events. For extension- have them create what they think could happen next, based on events in the story. We have same TEK as 3 rd , so text may be more complex.	
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Inciting incident, conflict, exposition, rising action, turning point, climax, falling action, denouement, foreshadow, flashback.	Clarify the difference between a biography vs. autobiography	Main events, important events, cause & effect sequence, summarize.	Character, problem, resolution, important parts, first next etc. (transition words), sequence, summarize
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
6A-3/57%	6A-3/64%	6A-1/41%	8A-1/48%
6-K&S; 5/69% Dual 19D&E	6-K&S; 3/49% Dual w/Fig 19D&E	6-K&S; 1/38% Dual w/Fig 19E	8-K&S; 3/53% Dual w/Fig 19D&E
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
6A-2/67%	6A-2/64%	6A – 2/56%	8A-3/62%
6-K&S; 5/75% Dual 19D&E	6-K&S; 5/75% Dual w/Fig 19E	6-K&S; 1/49% Dual w/Fig 19E	8-K&S; 5/61% Dual w/Fig 19D

<p>11 Paragraphs 6 and 7 contribute to the rising action of the story by showing that Chloe –</p> <p>A no longer wants to participate in the mentoring program</p> <p>B has the wrong impression about first grade</p> <p>C is unfamiliar with the concepts being taught in first grade</p> <p>D does not like being told what to do</p>	<p>31 How is Brody able to solve his problem?</p> <p>A Cynthia suggests using inside ladders to reach the flight deck.</p> <p>B The team helps him plan a route to the flight deck.</p> <p>C Cynthia realizes that the team practiced the wrong route.</p> <p>D The captain gives him another chance to lead his team.</p>	<p>15 Why is it important to the story that Nathan and Alex go to the break room for gum?</p> <p>A The boys see something frightening in the hallway.</p> <p>B The boys are able to sit and talk to each other.</p> <p>C The boys argue about what flavor they should select.</p> <p>D The boys are able to let their father finish his work in his office.</p>	<p>11 Look at the diagram below.</p>  <p>Which event belongs in the empty box?</p> <p>A Judy puts a cough drop in her mouth.</p> <p>B Stink knocks on Judy's door.</p> <p>C Judy makes a promise to Mom.</p> <p>D Mom tells Judy to get dressed for school.</p>
<p>15 Which sentence expresses the turning point in the story?</p> <p>A I looked at the students and gave them a thumbs-up.</p> <p>B I wasn't the one who was complaining anymore.</p> <p>C It sounded like a great classroom to spend time in.</p> <p>D Just six weeks ago I had been the envy of my middle school peers.</p>	<p>36 Before the members of Team Brody can succeed on a timed task, it is necessary for them to –</p> <p>F learn to use the safety equipment</p> <p>G demonstrate that they can tie knots</p> <p>H know where the nearest hatch is located</p> <p>J practice skills at different training stations</p>	<p>16 What is paragraph 18 mainly about?</p> <p>F Why Alex must lean so far into the hallway</p> <p>G How Alex's reflection reminds him of his brother</p> <p>H What Alex discovers in the hallway</p> <p>J How Alex feels about his brother's teasing</p>	<p>35 Why is Kwan seeing Mrs. Gibbs at the grocery store important to this story?</p> <p>A Mrs. Gibbs gets to meet Halmoni.</p> <p>B Halmoni is able to explain what wrapping cloths are.</p> <p>C It leads to Kwan sharing his talent with his classmates.</p> <p>D It allows Kwan's classmates to learn how to carry their lunches in a cloth.</p>
<p>8 From Chbe's description of the fourth-grade students in paragraph 8, the reader can tell that Chloe –</p> <p>F is jealous of Maneya's mentoring assignment</p> <p>G realizes that mentoring requires long hours</p> <p>H regrets becoming a school mentor</p> <p>J is unhappy with Maneya's approach to mentoring</p>		<p>17 What is the best summary of the story?</p> <p>A One Saturday evening two brothers are at their father's office building. The younger brother thinks he sees a stranger. He sits at the table and tells his older brother what the stranger looks like. Later the brothers share the story with their father. The three of them go down the hallway to take a look.</p> <p>B Two brothers come to their father's office building and go to the break room to use the vending machine. They become scared when they see a stranger in the hallway. They run to their father and describe to him what the stranger looks like.</p> <p>C Two brothers go with their father to his office building. While in the hallway, the younger brother becomes scared when he thinks he sees a stranger. At first the older brother does not believe the story, but when he also becomes afraid, Dad helps them discover who the stranger really is.</p> <p>D One Saturday two brothers go to buy some gum in the break room near their father's office. When they see a stranger in the hallway, the older brother drops the gum on the floor. Once they are no longer afraid, the younger brother tells which flavor of gum he would like.</p>	<p>39 Look at the diagram below.</p>  <p>Which sentence best completes the diagram?</p> <p>A David makes a joke in class.</p> <p>B Halmoni sees Mrs. Gibbs at the grocery store.</p> <p>C Halmoni tells Kwan why wrapping cloths are special.</p> <p>D Some students decide how they want to use their cloth.</p>
<p>13 What can the reader conclude about Chbe's and Maneya's mentoring experiences?</p> <p>A Both mentoring assignments end in a positive way.</p> <p>B Both mentors need help to be successful in their assignments.</p> <p>C Both mentors fail to learn from their assignments.</p> <p>D Both mentoring assignments present unique challenges.</p>			<p>15 Why does Judy put her head under the pillow?</p> <p>A She does not want to listen to her brother.</p> <p>B She wants to look at her dictionary.</p> <p>C She feels like she has the mumps.</p> <p>D She wishes she could stay in bed.</p>

<p>14 In paragraphs 4 and 5, what does Chloe's conversation with Maneya reveal about Chloe?</p> <p>F She believes that she will not have to work hard in the first-grade classroom.</p> <p>G She has experience working with young children.</p> <p>H She dislikes fourth-grade students.</p> <p>J She does not enjoy attending classes at her middle school.</p>			<p>16 Why does Judy call her brother a name at the end of the story?</p> <p>F She wants Stink to be afraid of her.</p> <p>G Stink tells Mom that Judy took the cat's temperature.</p> <p>H She is angry that Stink ruined her plans.</p> <p>J Stink wants to stay home with Judy.</p>
<p>17 Read the following sentence from paragraph 7.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>"I'm trying my best to help teach this stuff, but the kids look at me like I've just arrived from another planet."</i></p> </div> <p>This sentence helps illustrate Chloe's –</p> <p>A ignorance</p> <p>B stubbornness</p> <p>C frustration</p> <p>D uncertainty</p>			<p>17 What can the reader conclude about Judy?</p> <p>A She is usually dressed for school before her brother.</p> <p>B She thinks it is fun to stay home from school.</p> <p>C She has difficulty understanding mystery books.</p> <p>D She has had the mumps before.</p>
<p>16 What is the best summary of the story?</p> <p>F As noise fills the first-grade classroom, Miss Sanchez makes the students stop talking. Chloe is excited about working with the students as part of a mentoring program. Chloe's friend Maneya is assigned to mentor fourth-grade students, and Maneya is unhappy about her assignment.</p> <p>G Chloe is assigned to mentor in a first-grade class, and her friend Maneya is assigned to mentor in a fourth-grade class. At first Chloe thinks teaching first graders will be easy, but she soon finds out that it is not as easy as she had thought. Maneya has success with the fourth-grade class while Chloe struggles.</p> <p>H Chloe becomes confused when Fernando puts three fingers in front of her face. She complains to her friend Maneya that mentoring in a first-grade class is not easy at all. Chloe thinks that the students do not understand her. Chloe learns that being a mentor in a first-grade class is not nearly as easy as she had first thought.</p> <p>J Chloe and her friend Maneya are both assigned to be mentors in elementary school classrooms. Maneya finds success early with her fourth-grade class, but Chloe has a difficult time managing her first graders. Chloe eventually learns that she has to adapt to the procedures of the first-grade classroom in order to succeed.</p>			<p>36 Which sentence from the story best explains why Kwan agrees to share his wrapping cloths with his classmates?</p> <p>F Then she saw the cloths wrapped around the groceries Kwan and his grandmother were loading into their van.</p> <p>G His grandmother's wide smile showed how proud of him she would be for sharing this Korean custom.</p> <p>H Kwan usually spent some time each evening working on a cloth, but that evening he did not.</p> <p>J "When your grandfather and I were married, we received a gift from his mother wrapped in this cloth she made."</p>

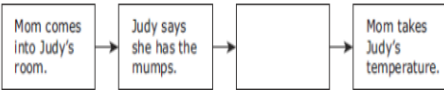
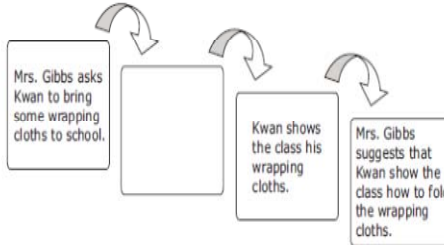
			<p>38 Which of these is the best summary of the story?</p> <p>F A boy has a special hobby he does with his grandmother. He keeps the hobby a secret until his teacher persuades him to share it with his classmates.</p> <p>G A teacher wants her student to tell the class about his special talent. The student worries about what his classmates will think. In class he realizes that they like learning about his talent.</p> <p>H A boy has to tell his class about his special talent. His grandmother encourages him to continue using his talent.</p> <p>J A grandmother and her grandson share a special hobby of embroidering cloths. The boy is very good at it and decides to show his classmates his talent.</p>
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English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Fiction

TEK: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 8(A) (R) sequence and summarize the plot's main events and explain their influence on future events;	SE: 9(A) (S) describe similarities and differences in the plots and settings of several works by the same author;	SE: 9(A) (R) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events;	SE: 8(A) (R) retell a main event from a story read aloud;
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Start with sequencing, have students order the events, and we will remove an important event that changes the story. Students have to fill in the missing event. Move to summary- have students pull out the most important parts. Characters, problem and resolution, eventually move only to most important parts. Cookadoodledo- because the pig was so literal, what did that cause later in the story? Explain their influence in future events. – explain what influence an action had on future parts of the story.			
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Character, problem, resolution, important parts, first next etc. (transition words), sequence, summarize			
STAAR 2012 8A-1/48%	STAAR 2012	STAAR 2012	STAAR 2012
8-K&S; 3/53% Dual w/ Fig 19D&E			
STAAR 2013 8A-3/62%	STAAR 2013	STAAR 2013	STAAR 2013
8-K&S; 5/61% Dual w/ Fig 19D			

<p>11 Look at the diagram below.</p>  <p>Which event belongs in the empty box?</p> <p>A Judy puts a cough drop in her mouth. B Stink knocks on Judy's door. C Judy makes a promise to Mom. D Mom tells Judy to get dressed for school.</p>			
<p>35 Why is Kwan seeing Mrs. Gibbs at the grocery store important to this story?</p> <p>A Mrs. Gibbs gets to meet Halmoni. B Halmoni is able to explain what wrapping cloths are. C It leads to Kwan sharing his talent with his classmates. D It allows Kwan's classmates to learn how to carry their lunches in a cloth.</p>			
<p>39 Look at the diagram below.</p>  <p>Which sentence best completes the diagram?</p> <p>A David makes a joke in class. B Halmoni sees Mrs. Gibbs at the grocery store. C Halmoni tells Kwan why wrapping cloths are special. D Some students decide how they want to use their cloth.</p>			
<p>15 Why does Judy put her head under the pillow?</p> <p>A She does not want to listen to her brother. B She wants to look at her dictionary. C She feels like she has the mumps. D She wishes she could stay in bed.</p>			

<p>16 Why does Judy call her brother a name at the end of the story?</p> <p>F She wants Stink to be afraid of her.</p> <p>G Stink tells Mom that Judy took the cat's temperature.</p> <p>H She is angry that Stink ruined her plans.</p> <p>J Stink wants to stay home with Judy.</p>			
<p>17 What can the reader conclude about Judy?</p> <p>A She is usually dressed for school before her brother.</p> <p>B She thinks it is fun to stay home from school.</p> <p>C She has difficulty understanding mystery books.</p> <p>D She has had the mumps before.</p>			
<p>36 Which sentence from the story best explains why Kwan agrees to share his wrapping cloths with his classmates?</p> <p>F <i>Then she saw the cloths wrapped around the groceries Kwan and his grandmother were loading into their van.</i></p> <p>G <i>His grandmother's wide smile showed how proud of him she would be for sharing this Korean custom.</i></p> <p>H <i>Kwan usually spent some time each evening working on a cloth, but that evening he did not.</i></p> <p>J <i>"When your grandfather and I were married, we received a gift from his mother wrapped in this cloth she made."</i></p>			
<p>38 Which of these is the best summary of the story?</p> <p>F A boy has a special hobby he does with his grandmother. He keeps the hobby a secret until his teacher persuades him to share it with his classmates.</p> <p>G A teacher wants her student to tell the class about his special talent. The student worries about what his classmates will think. In class he realizes that they like learning about his talent.</p> <p>H A boy has to tell his class about his special talent. His grandmother encourages him to continue using his talent.</p> <p>J A grandmother and her grandson share a special hobby of embroidering cloths. The boy is very good at it and decides to show his classmates his talent.</p>			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Fiction

TEK: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 5(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;	SE: 5(B) (R) analyze the internal and external development of characters through a range of literary devices;	SE: 5(B) (S) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;	SE: 5(B) (R) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			5B-3/68%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
			5B-4/70%
			<p>8 The hostess can best be described as —</p> <p>F elitist</p> <p>G talkative</p> <p>H composed</p> <p>J generous</p>
			<p>9 The American faces the challenge of —</p> <p>A making sure the hostess doesn't stay quiet longer than he does</p> <p>B keeping the guests quiet until the cobra leaves the room</p> <p>C calming his fear of snakes in order to capture the cobra</p> <p>D learning Indian social etiquette so that he will be respected by the other guests</p>
			<p>30 Which sentence best supports the idea that the old couple is still in love after many years?</p> <p>F No, they were white, and you've never seen such a couple in your life—a man and his wife, and they must have been in their seventies.</p> <p>G Marge, he was lookin' at her like every woman on earth dreams of bein' looked at, and her eyes were doin' the same thing back at him.</p> <p>H They started over toward the elevator and then the old lady turned away from the man and made her way over to the receptionist's desk.</p> <p>J The couple smiled in such a dignified way, and it seemed like they hadn't noticed a thing.</p>

			<p>31 The narrator faces a major conflict over how to —</p> <ul style="list-style-type: none">A capture the beauty and essence of the story she is relatingB communicate effectively with MargeC succeed in becoming a writerD find happiness like that shared by the old couple
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English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Fiction

TEK: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 5(B) (R)analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	SE: 6(B) (R) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict;	SE: 6(B) (R)analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts;	SE: 6(B) (S)recognize dialect and conversational voice and explain how authors use dialect to convey character;
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
			Use of dialect and conversational voice aids characterizations. It shows level of education, family backgrounds, culture/ setting. Use <u>Where the Red Fern Grows</u> for inference dialect. We still need anchor charts for feeling words and character traits to infer characterization, mood, and tone.
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
			Use text evidence to prove inference
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			Dialect
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
5B-3/68%	6B-1/81%	6B-3/55%	
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
5B-4/70%	6B-3/87%	6B – 3/63%	
<p>8 The hostess can best be described as –</p> <p>F elitist</p> <p>G talkative</p> <p>H composed</p> <p>J generous</p>	<p>1 The reader can conclude that when Ella arrives at Lola's house, Ella is –</p> <p>A envious of Lola for getting a role in the school play</p> <p>B grateful to Lola for helping her become more confident</p> <p>C timid about confronting Lola for pretending to be sick</p> <p>D furious with Lola over her decision to quit</p>	<p>23 Why is the letter important to this story?</p> <p>A It shows that Pavel's countrymen have renamed their town.</p> <p>B It suggests that Pavel has family members who love him.</p> <p>C It tells how Pavel's uncle managed to acquire new land.</p> <p>D It explains Pavel's motivation for enduring the journey.</p>	

<p>9 The American faces the challenge of—</p> <p>A making sure the hostess doesn't stay quiet longer than he does</p> <p>B keeping the guests quiet until the cobra leaves the room</p> <p>C calming his fear of snakes in order to capture the cobra</p> <p>D learning Indian social etiquette so that he will be respected by the other guests</p>	<p>3 Read these sentences from paragraph 34.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>"Nothing," I shouted back through my sobs. "I've had a miraculous recovery."</i></p> </div> <p>These sentences show that Lola —</p> <p>A hopes her mother does not realize she is angry</p> <p>B plans to continue to cry with Ella</p> <p>C has decided to perform in the play</p> <p>D has agreed to let Carla have the lead role in the play</p>	<p>24 Pavel's interaction with Miklos contributes to the plot by —</p> <p>F causing Pavel to use a different strategy to get some soup</p> <p>G showing how much smaller Pavel is compared with Miklos</p> <p>H highlighting why Miklos is rude to Pavel</p> <p>J indicating where Miklos is standing when Pavel begins to sing a song</p>	
<p>30 Which sentence best supports the idea that the old couple is still in love after many years?</p> <p>F <i>No, they were white, and you've never seen such a couple in your life—a man and a wife, and they must have been in their seventies.</i></p> <p>G <i>Marge, he was lookin' at her like every woman on earth dreams of bein' looked at her eyes were doin' the same thing back at him.</i></p> <p>H <i>They started over toward the elevator and then the old lady turned away from them and made her way over to the receptionist's desk.</i></p> <p>J <i>The couple smiled in such a dignified way, and it seemed like they hadn't noticed anything.</i></p>	<p>5 What effect does Ella's uncharacteristic behavior have on the resolution of the excerpt?</p> <p>A It reminds Lola of what is most important to her.</p> <p>B It makes Lola question her friendship with Ella.</p> <p>C It forces Lola to think about revising her motto.</p> <p>D It helps Lola accept the fact that she is not as talented as Carla.</p>	<p>25 Which of these best describes Pavel's internal conflict in the story?</p> <p>A He is unhappy about the cost of his ticket.</p> <p>B A man places him on the other side of the ship.</p> <p>C A man stands between him and the soup pot.</p> <p>D He is not prepared for the misery of the voyage to America.</p>	
<p>31 The narrator faces a major conflict over how to —</p> <p>A capture the beauty and essence of the story she is relating</p> <p>B communicate effectively with Marge</p> <p>C succeed in becoming a writer</p> <p>D find happiness like that shared by the old couple</p>			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Fiction

TEK: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 th Grade
SE: 6(B) (S) recognize dialect and conversational voice and explain how authors use dialect to convey character;	SE: 6(B) (R) explain the roles and functions of characters in various plots, including their relationships and conflicts;	SE: 6 (B) (R) describe the interaction of characters including their relationships and the changes they undergo;	SE: 8 (B) (R) describe the interaction of characters including their relationships and the changes they undergo;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Use of dialect and conversational voice aids characterizations. It shows level of education, family backgrounds, culture/ setting. Use <u>Where the Red Fern Grows</u> for inference dialect. We still need anchor charts for feeling words and character traits to infer characterization, mood, and tone.		We focus on relationships and how characters interact through dialogue and action. We also go into the changes that happen based on the events, interactions between other characters. Make connections with themselves- Do they change throughout the day, week? Why? Interactions with friends, teachers?	Read Chrysanthemum and first day jitters. Discuss characters, relationships in the story and how those relationships play a part in the story. Discuss changes in the characters and why those changes occur. Focus on text evidence/ use I know statements.
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Use text evidence to prove inference		Go deeper with relationships- is it positive, negative, does it impact their actions? – Like Mighty Jackie- she thought back to her father’s comment while on the pitcher’s mound & it caused her to focus back & keep going – it gave her motivation. Because of her determination, what change occurred from the nay sayers. Suggestion: Vocabulary walls or explicit vocabulary instruction.	Have a stronger focus in the change in relationships. 1 st time change appears
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Dialect		Relationship, interaction, dialogue, action	Relationships, changes, interaction, create vocabulary wall- Happy- joy, glad, elate, excited.
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
	6B-2/68%	6B-1/55%	8B-1/60%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
	6B-5/53%	6B – 2/73%	8B-2/60%
	32 From events in this story, what can the reader conclude about Captain Neelson? F He ignores some of the campers. G He likes people to think independently. H He is a good judge of character but sometimes makes mistakes. J He is stern but reasonable.	12 When Alex first tells Nathan that someone is watching them, Nathan – F believes that Alex saw an office worker G wants Alex to find their father H thinks Alex is worrying for no reason J wishes their father would try to calm Alex	10 Which sentence best describes Judy and Stink’s relationship? F They tease each other. G They are jealous of each other. H They tell each other everything. J They like to spend time together.

	<p>33 Why does it make sense that Cynthia is disappointed when she isn't chosen as team leader?</p> <p>A She likes to be friendly and treat others with kindness.</p> <p>B She knows how to tie knots and read maps.</p> <p>C She is eager to participate in the summer camp.</p> <p>D She knows many facts about navy vessels.</p>	<p>18 Which sentence shows how the brothers feel when their father explains what they really saw in the hallway?</p> <p>F <i>The brothers tried to get through the doorway at the same time and ended up in a tangled heap on the floor.</i></p> <p>G <i>Nathan and Alex started talking at the same time.</i></p> <p>H <i>It was bad enough to have an older brother who sometimes made fun of him.</i></p> <p>J <i>Nathan's mouth formed a grin, and then Alex started to laugh.</i></p>	<p>13 Which sentence best shows that Judy is upset with her brother?</p> <p>A <i>"Just go to school without me."</i></p> <p>B <i>"Well, you'll have to call me it at school 'cause you don't get to stay home."</i></p> <p>C <i>Judy stuck out her cherry-red, no-mumps tongue at Stink.</i></p> <p>D <i>She was down in the dumps.</i></p>
	<p>35 Which sentence from the story best shows that Brody realizes that he has been an irresponsible team leader?</p> <p>A <i>"Um, let's just go up the way we came down."</i></p> <p>B <i>He deserved every bit of the anger he sensed from them.</i></p> <p>C <i>"Early tomorrow morning, we'll beat all the other teams' times."</i></p> <p>D <i>The team traced the route to Area 1 on paper and then practiced it at least 10 times.</i></p>		
	<p>37 When Captain Neelson assigns Brody to be a team leader, Brody —</p> <p>A is pleased that he was selected from among the other campers</p> <p>B thinks Cynthia will try to change the captain's mind</p> <p>C seems uninterested in the job</p> <p>D thinks his teammates will not trust him</p>		
	<p>38 Read this sentence from paragraph 31.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>Brody grinned because he knew that the team—which he had actually led—had successfully completed its task.</i></p> </div> <p>This sentence shows that Brody is —</p> <p>F aware of his mistakes</p> <p>G proud of his performance</p> <p>H amused by other team members</p> <p>J prepared to start a new drill</p>		

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Fiction

TEK: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 8 (B) (R) describe the interaction of characters including their relationships and the changes they undergo;	SE: 9(B) (R)describe main characters in works of fiction, including their traits, motivations, and feelings.	SE: 9(B) (R)describe characters in a story and the reasons for their actions and feelings.	SE: 8(B) describe characters in a story and the reasons for their actions.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Read Chrysanthemum and first day jitters. Discuss characters, relationships in the story and how those relationships play a part in the story. Discuss changes in the characters and why those changes occur. Focus on text evidence/ use I know statements.			
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Have a stronger focus in the change in relationships. 1 st time change appears			
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Relationships, changes, interaction, create vocabulary wall- Happy- joy, glad, elate, excited.			
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
8B-1/60%			
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
8B-2/60%			
<p>10 Which sentence best describes Judy and Stink’s relationship?</p> <p>F They tease each other.</p> <p>G They are jealous of each other.</p> <p>H They tell each other everything.</p> <p>J They like to spend time together.</p>			
<p>13 Which sentence best shows that Judy is upset with her brother?</p> <p>A “Just go to school without me.”</p> <p>B “Well, you’ll have to call me it at school ‘cause you don’t get to stay home.”</p> <p>C Judy stuck out her cherry-red, no-mumps tongue at Stink.</p> <p>D She was down in the dumps.</p>			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Fiction

TEK: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 5(C) compare and contrast the effects of different forms of narration across various genres of fiction;	SE: 5(C) (S) analyze the impact of narration when the narrator's point of view shifts from one character to another;	SE: 5(C) (S) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction;	SE: 5(C) analyze the way in which a work of fiction is shaped by the narrator's point of view;
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			5C-1/41%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
			5C-2/48%
			<p>28 What is the primary purpose of paragraphs 1 and 11?</p> <p>F To show how the narrator's viewpoint changes</p> <p>G To frame the story with the narrator's primary conflict</p> <p>H To contrast the narrator's opinion with Marge's opinion</p> <p>J To highlight the resolution of the narrator's conflict</p>
			<p>32 By having the narrator tell the story to Marge, the author allows the reader to function as –</p> <p>F a firsthand witness</p> <p>G a second storyteller</p> <p>H a third-party observer</p> <p>J an informed participant</p>

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Fiction

TEK: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 5(C) analyze the way in which a work of fiction is shaped by the narrator’s point of view;	SE: 6(C) (S) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.	SE: 6(C) (S) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.	SE: 6(C) (S) describe different forms of point-of-view, including first- and third-person.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
5C-1/41%	6C-1/72%	6C-1/68%	
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
5C-2/48%		6C-1/58%	6C-1/79%
<p>28 What is the primary purpose of paragraphs 1 and 11?</p> <p>F To show how the narrator’s viewpoint changes</p> <p>G To frame the story with the narrator’s primary conflict</p> <p>H To contrast the narrator’s opinion with Marge’s opinion</p> <p>J To highlight the resolution of the narrator’s conflict</p>		<p>26 The point of view from which the story is told gives the reader insight into –</p> <p>F Uncle John’s optimistic attitude</p> <p>G the reasons for the travelers’ journey</p> <p>H Pavel’s feelings about his experience</p> <p>J how beautiful the passengers’ destination is</p>	<p>12 The author’s choice of first-person narrator helps the reader –</p> <p>F understand how the mentoring experience has had an impact on Chloe</p> <p>G comprehend how Chloe’s classmates view her</p> <p>H learn how the first graders feel about Chloe</p> <p>J realize that the other mentors are not as serious about the project as Chloe is</p>
<p>32 By having the narrator tell the story to Marge, the author allows the reader to function as –</p> <p>F a firsthand witness</p> <p>G a second storyteller</p> <p>H a third-party observer</p> <p>J an informed participant</p>			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Fiction

TEK: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 6(C) (S)describe different forms of point-of-view, including first- and third-person.	SE: 6(C) (S) explain different forms of third-person points of view in stories.	SE: 6(C) (S)identify whether the narrator or speaker of a story is first or third person.	SE: 8(C) identify whether the narrator or speaker of a story is first or third person.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
	6C-150%		
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
6C-1/79%	NT		
<p>12 The author's choice of first-person narrator helps the reader --</p> <p>F understand how the mentoring experience has had an impact on Chloe</p> <p>G comprehend how Chloe's classmates view her</p> <p>H learn how the first graders feel about Chloe</p> <p>J realize that the other mentors are not as serious about the project as Chloe is</p>			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Fiction

TEK: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 8(C) identify whether the narrator or speaker of a story is first or third person.	SE:	SE:	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Literary Nonfiction

TEK: Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 6(A) analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.	SE: 6(A) (S) analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning	SE: 6(A) (S) evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.	SE: 6(A) (S) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			6A-2/85% 6 K&S; 1/92% Dual w/Fig 19B
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		6A-3/60%	NT
		<p>8 Read these sentences from paragraph 4.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>One former publisher told me recently that Barry Bingham, Jr., “was the visionary among us. He said what we didn’t want to hear and we ran from it.”</i></p> </div> <p>The primary purpose of the text above is to –</p> <ul style="list-style-type: none"> F indicate the competitive nature of the newspaper business G describe how surprised the author’s father was at how things turned out H explain Barry Bingham, Jr.’s success in the newspaper business J support the idea that Barry Bingham, Jr.’s predictions were accurate 	

		<p>9 In paragraph 7, why does the author refer to saving trees and conserving fuel?</p> <p>A To show that environmental considerations are her top priority</p> <p>B To suggest that one of her father's motives was concern for the environment</p> <p>C To support her assertion that her father was unrealistic and propelled by wishful thinking</p> <p>D To make a connection between the assumed benefits versus the actual results of digital publishing</p>	
		<p>10 In paragraph 4, why does the author choose the word "crusty" to describe newspaper people?</p> <p>F To indicate that they didn't allow outsiders in very easily</p> <p>G To express what was wrong with traditional newspapers</p> <p>H To suggest one reason why they weren't receptive to her father's ideas</p> <p>J To establish the difference between her father and his colleagues</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Literary Non-Fiction: Biographies/Autobiographies/Speeches/Essays

TEK: Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 6(A) (S) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	SE: 7(A) (S) analyze passages in well-known speeches for the author’s use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.	SE: 7(A) (S) describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.	SE: 7(A) (S) identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
			“Memoir of a Goldfish” <i>Texas Treasures</i> : autobiography vs. biography of “Ray Charles” and “Jackie Robinson”
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
			Use writing of personal narrative to apply structural pattern. Use text evidence to compare characteristics during genre study.
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			Memoir, personal narrative, biography, autobiography, snippet, snapshot
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
6A-2/85% 6 K&S; 1/92% Dual w/ Fig 19B	7 K&S; 2/47% Dual w/ Fig 19D&E	7 K&S; 5/67% Dual w/ Fig 19D&E	7 K&S; 5/70% Dual w/ Fig 19D&E
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
NT	NT	7 K&S; 3/55% Dual w/ Fig 19D&E	7 K&S; 4/69% Dual w/ Fig 19D
		<p>10 Read this sentence from paragraph 5.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p><i>In the car, I was a captive audience.</i></p> </div> <p>The author uses this sentence to explain how her driving lessons –</p> <p>F made her feel helpless</p> <p>G gave her father the chance to speak</p> <p>H became deeply interesting to her</p> <p>J allowed her father to display his skills</p>	<p>30 What can the reader tell about the narrator's feelings for Cowboy?</p> <p>F She hoped her father would trade him for another horse.</p> <p>G She wished he looked more like her brown pony.</p> <p>H She was concerned about his inability to win a competition.</p> <p>J She was fond of him regardless of his appearance.</p>

		<p>13 What can the reader infer about the author's father?</p> <p>A He came to appreciate the opportunity to share his past with his daughter.</p> <p>B He gave his daughter driving lessons because his wife insisted.</p> <p>C He concentrated better than his daughter when they talked.</p> <p>D He thought that talking to his daughter might help her drive better.</p>	<p>32 Why did the author include paragraphs 1 and 2 in the selection?</p> <p>F To illustrate why the narrator loved the pony she had to sell</p> <p>G To show why the narrator enjoyed living in the country</p> <p>H To explain why the narrator's father bought her a new horse</p> <p>J To create a description of the narrator's new home</p>
		<p>11 Which of these is the best summary of the selection?</p> <p>A The author had her driving permit for a whole year without learning how to drive well. Since her mother was unable to teach her, the task was given to her father. While driving with her father, the author learned about what type of music he liked and how he and her mother met.</p> <p>B The author finally took the time to listen to her father's stories about his life when he was young. Doing so made her realize that many things in her life were distracting her from having a close relationship with him.</p> <p>C The author's usually silent father tried to teach her how to drive. During the driving lessons he surprised her by talking freely. As the author learned more about her father, she realized that she needed to make an effort to develop a better relationship with him.</p> <p>D The author wanted to learn to drive, and her father began to teach her. As the driving lessons continued, she got used to his personal stories and began to like them. The author's driving skills eventually improved.</p>	<p>34 When Cowboy and the narrator won the race, people were —</p> <p>F delighted</p> <p>G impressed</p> <p>H concerned</p> <p>J stunned</p>
			<p>36 Read the following sentence from the selection.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>The stinging memory of Becky's smirks made me determined to beat her.</i></p> </div> <p>From this sentence, the reader can conclude that —</p> <p>F the narrator wanted to be like Becky</p> <p>G the narrator's efforts amused Becky</p> <p>H Becky was bothered by the narrator</p> <p>J Becky's actions angered the narrator</p>

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Literary Nonfiction

TEK: Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 7(A) (S)identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography	SE: 7(A) (S)identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	SE: 7(A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.	SE: 9(A) explain the difference in point of view between a biography and autobiography.
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
"Memoir of a Goldfish" <u>Texas Treasures</u> : autobiography vs. biography of "Ray Charles" and "Jackie Robinson"			Look at biographies and auto biographies- we teach through literary non-fiction. Read different biographies and discuss what auto & bio means. Read examples of auto biography
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Use writing of personal narrative to apply structural pattern. Use text evidence to compare characteristics during genre study.		Make connections (similarities & differences) between events & characters experiences in fictional work vs. biography & autobiography	Difference between the point of view in biography and autobiographies
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Memoir, personal narrative, biography, auto-biography, snippet, snapshot		Similarities, differences, connections, auto biography, biography	Auto, bio, prefix, literary non-fiction, point of view
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
7 K&S; 5/70% Dual w/ Fig 19D&E	NT	NT	9 K&S; 5/49% Dual w/ Fig 19D&E
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
7 K&S; 4/69% Dual w/ Fig 19D			NT
30 What can the reader tell about the narrator's feelings for Cowboy? F She hoped her father would trade him for another horse. G She wished he looked more like her brown pony. H She was concerned about his inability to win a competition. J She was fond of him regardless of his appearance.			

<p>32 Why did the author include paragraphs 1 and 2 in the selection?</p> <p>F To illustrate why the narrator loved the pony she had to sell</p> <p>G To show why the narrator enjoyed living in the country</p> <p>H To explain why the narrator's father bought her a new horse</p> <p>J To create a description of the narrator's new home</p>			
<p>34 When Cowboy and the narrator won the race, people were –</p> <p>F delighted</p> <p>G impressed</p> <p>H concerned</p> <p>J stunned</p>			
<p>36 Read the following sentence from the selection.</p> <div data-bbox="195 722 512 813" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>The stinging memory of Becky's smirks made me determined to beat her.</i></p> </div> <p>From this sentence, the reader can conclude that –</p> <p>F the narrator wanted to be like Becky</p> <p>G the narrator's efforts amused Becky</p> <p>H Becky was bothered by the narrator</p> <p>J Becky's actions angered the narrator</p>			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Literary Nonfiction

TEK: Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 9(A) explain the difference in point of view between a biography and autobiography.	SE: 10(A)(R) distinguish between fiction and nonfiction.	SE: 10(A) (S) determine whether a story is true or a fantasy and explain why.	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Look at biographies and auto biographies- we teach through literary non- fiction. Read different biographies and discuss what auto & bio means. Read examples of auto biography			
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Difference between the point of view in biography and autobiographies			
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Auto, bio, prefix, literary non-fiction, point of view			
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
9 K&S; 5/49% Dual w/Fig 19D&E			
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
NT			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Sensory Language

TEK: Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 7(A) analyze how the author’s patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.	SE: 7(A) (S) analyze the meaning of classical, mythological, and biblical allusions words, phrases, passages, and literary works.	SE: 7(A) (S) explain the function of symbolism, allegory, and allusions in literary works.	SE: 7(A) (S) explain the role of irony, sarcasm, and paradox in literary works.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
		NT	7 K&S 3/57% Dual w/ Fig 19B
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		7 K&S 5/70% Dual w/ Fig 19B	7 K&S 2/70% Dual w/ 19B
		<p>11 Read this sentence from paragraph 9.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>The swamp clung a little—even to him.</i></p> </div> <p>In this sentence, the author uses descriptive language to indicate that –</p> <p>A her father changed his mind about newspapers</p> <p>B change comes very slowly to the publishing industry</p> <p>C a part of her father was still tied to the past</p> <p>D her father wasn’t actually in favor of electronic publishing</p>	<p>26 What does the poet mean by the lines "suddenly everything is a metaphor for how/short a time we are granted on earth"?</p> <p>F Nature often serves as a reminder that time does not stand still.</p> <p>G Time passes differently for different people.</p> <p>H The future represents uncertainty.</p> <p>J Ordinary occurrences in nature cannot always be described.</p>
		<p>21 In lines 14 and 15, the "narrow plot/of sand" can be best interpreted as symbolic of –</p> <p>A the speaker’s lack of empathy for her grandmother’s situation</p> <p>B the grandmother’s restricted opportunities</p> <p>C the grandmother’s limited perspective</p> <p>D the speaker’s refusal to be bound to the past</p>	<p>29 In paragraph 6, what is the effect of the author’s use of figurative language?</p> <p>A It highlights the old couple’s naiveté.</p> <p>B It reveals the clerk’s confusion.</p> <p>C It shows how reluctant the old man is to pay.</p> <p>D It emphasizes the tension of the scene.</p>

		<p>34 In paragraph 8, the author uses a metaphor that suggests both –</p> <p>F material wealth and a lack of freedom</p> <p>G natural beauty and a sense of order</p> <p>H perpetual loneliness and a desire for knowledge</p> <p>J intellectual passion and a feeling of regret</p>	
		<p>36 In paragraph 4, the author uses personification to emphasize how –</p> <p>F uncomfortable Paul is in his surroundings</p> <p>G much Paul misses his books and toys</p> <p>H lonely Paul felt while eating his lunch</p> <p>J unhappy Paul is with his new stepfather</p>	
		<p>38 Which of these best helps the reader visualize the setting?</p> <p>F <i>From these rooms Paul wandered downstairs again.</i></p> <p>G <i>Against the walls were sideboards with great pieces of gold and silver, ewers and urns and branching candelabra, which sprinkled the green marble walls with starlike reflections.</i></p> <p>H <i>The dining room beyond was more amusing, because busy servants were already laying the long table.</i></p> <p>J <i>This seemed to make the library as strange as the rest of the house, and he passed on to the ballroom at the back.</i></p>	

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Sensory Language

TEK: Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 7(A) (S) explain the role of irony, sarcasm, and paradox in literary works.	SE: 8(A) (S) explain the effect of similes and extended metaphors in literary text.	SE: 8(A) (R)determine the figurative meaning of phrases and analyze how an author’s use of language creates imagery, appeals to the senses, and suggests mood.	SE: 8(A)(R) explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
7 K&S 3/57% Dual w/ Fig 19B	8A-1/78% 8 K&S; 1/59% Dual w/ Fig 19D	8A-1/73% 8 K&S; 1/55% Dual w/ Fig 19D	8 K&S; 1/79% Dual w/ Fig 19D
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
7 K&S 2/70% Dual w/ 19B	8A-4/80% 8K&S; 1/79% Dual w/ Fig 19D	8A-1/73% 8 K&S; 3/63% Dual w/ Fig 19D	8A-1/49%
<p>26 What does the poet mean by the lines “suddenly everything is a metaphor for how/short a time we are granted on earth?”</p> <p>F Nature often serves as a reminder that time does not stand still.</p> <p>G Time passes differently for different people.</p> <p>H The future represents uncertainty.</p> <p>J Ordinary occurrences in nature cannot always be described.</p>	<p>13 The metaphor in the first stanza is used to emphasize that the —</p> <p>A speaker behaves like a small child on the weekend</p> <p>B speaker’s weekend of fun and relaxation is over</p> <p>C speaker uses the weekend to organize things</p> <p>D speaker’s time is wasted during the weekend</p>	<p>50 Read these lines from paragraph 5.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>NARRATOR: <i>[Noticing the Banker.]</i> Oh, here comes trouble. I’m going to get out of his way. <i>[Exits.]</i></p> </div> <p>The playwright includes these lines to suggest that —</p> <p>F other characters have a negative view of the banker</p> <p>G the narrator is cowardly</p> <p>H the banker and the boy will disagree</p> <p>J the banker is in a rush</p>	<p>31 In paragraph 5, the author uses the phrase “shown the gate” to illustrate that the narrator was —</p> <p>A instructed where to race</p> <p>B eliminated from competition</p> <p>C told which event to enter</p> <p>D given a tour of the area</p>

<p>29 In paragraph 6, what is the effect of the author's use of figurative language?</p> <p>A It highlights the old couple's naiveté.</p> <p>B It reveals the clerk's confusion.</p> <p>C It shows how reluctant the old man is to pay.</p> <p>D It emphasizes the tension of the scene.</p>	<p>14 The poet uses a simile in lines 23 and 24 to reveal that the speaker —</p> <p>F wants to be outside</p> <p>G cannot get comfortable</p> <p>H does not like fishing</p> <p>J might be having a dream</p>	<p>12 Read this sentence from paragraph 1.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>Thanks to my abilities, the rear end of our station wagon has seen pine trees, poles, and snow banks, all up-close and personal.</i></p> </div> <p>In this sentence the author —</p> <p>F shares her fear of never getting a driver's license</p> <p>G explains why she is such a poor driver</p> <p>H makes fun of her lack of skill</p> <p>J describes the place where she lives</p>	
	<p>35 In stanza 2, the poet's use of a metaphor suggests that —</p> <p>A words help writers generate ideas</p> <p>B ideas can overwhelm writers</p> <p>C exercise helps writers develop their thoughts</p> <p>D writers depend on others to complete their work</p>	<p>15 The imagery in stanzas 3 and 4 suggests that —</p> <p>A Dad is not confident about Brandy's ability to drive</p> <p>B Brandy is unable to see because of the dust</p> <p>C Dad is in a hurry to finish the task</p> <p>D Brandy is keenly aware of her surroundings</p>	
	<p>36 Read these lines from the poem.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Here it is again, that ghostly blank page staring me down, glaring at me in defiance. "Here," the page says, "place your words here."</p> </div> <p>These lines highlight the speaker's discomfort because they show that —</p> <p>F the page does not provide the speaker with useful ideas</p> <p>G the speaker does not feel like writing at that particular moment</p> <p>H the page appears to be taunting the speaker</p> <p>J the speaker is unsure where to write his thoughts</p>	<p>22 In paragraph 1, which words does the author use to create a gloomy mood?</p> <p>F <i>dim, stench</i></p> <p>G <i>lowest, vessel</i></p> <p>H <i>boat, section</i></p> <p>J <i>letter, curse</i></p>	
	<p>7 The author included paragraph 28 to —</p> <p>A demonstrate how upset Lola is about quitting the play</p> <p>B convey how hurt Lola is by Ella's words</p> <p>C reveal how unhappy Lola is about living in the suburbs</p> <p>D illustrate how sad Lola feels about the way her classmates are treating her</p>		

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Sensory Language

TEK: Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 8(A)(R) explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.	SE: 8(A) (R)evaluate the impact of sensory details, imagery, and figurative language in literary text.	SE: 8(A) (S) identify the author’s use of similes and metaphors to produce imagery.	SE: 10(A) (S) identify language that creates a graphic, visual experience and appeals to the senses.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
	How do we draw conclusions? (develop a model lesson [foundational].		
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
	Evaluate – what does that mean in reference to 8A		
Vocabulary	Vocabulary	Vocabulary	Vocabulary
	Evaluate		
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
8 K&S; 1/79% Dual w/Fig 19D	8A-1/69%	8A-1/54% 8 K&S; 1/88% Dual w/Fig 19D	NT
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
8A-1/49%	8A-2/65%	8 K&S; 1/85% Dual w/Fig 19D	10A-1/63% 10 K&S; 1/66% Dual w/Fig 19D
<p>31 In paragraph 5, the author uses the phrase "shown the gate" to illustrate that the narrator was –</p> <p>A instructed where to race</p> <p>B eliminated from competition</p> <p>C told which event to enter</p> <p>D given a tour of the area</p>	<p>18 Read these lines from the poem.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>I memorized each line. Learned them by heart.</p> </div> <p>The poet uses the figurative expression "learned them by heart" to emphasize that the speaker –</p> <p>F has volunteered to be in the play</p> <p>G practices on the stage</p> <p>H enjoys playing the role of the prince</p> <p>J feels prepared for his performance</p>	<p>14 In paragraph 13, "a nightlight offering comfort from a bad dream" means that the light makes the boys feel –</p> <p>F upset</p> <p>G safe</p> <p>H tired</p> <p>J selfish</p>	<p>30 Read lines 15 and 16 from the poem.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>So many rows of jars and cans. So little room to hide.</p> </div> <p>The poet uses these lines to show –</p> <p>F that the speaker is surprised by how big the store is</p> <p>G how badly the speaker wants to avoid being seen by his teacher</p> <p>H that the speaker is shy around his teacher</p> <p>J how worried the speaker is that his mom will find him</p>

	<p>22 The poet uses figurative language in line 18 to highlight the speaker's —</p> <ul style="list-style-type: none">F determination to do wellG anxiety once he gets onstageH satisfaction in being chosen for the roleJ eagerness to perform		<p>28 Read line 8 from the poem.</p> <div style="border: 1px solid black; padding: 2px; text-align: center; margin: 10px auto; width: fit-content;">I thought that I would die!</div> <p>The poet uses this line to show that the speaker is —</p> <ul style="list-style-type: none">F carelessG disappointedH embarrassedJ angry
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English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Literary Text/Sensory Language

TEK: Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 10(A) (S) identify language that creates a graphic, visual experience and appeals to the senses.	SE: 11(A) (S) recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	SE: 11(A) recognize sensory details in literary text.	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
NT			
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
10A-1/63% 10 K&S; 1/66% Dual w/Fig 19D			
<p>30 Read lines 15 and 16 from the poem.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>So many rows of jars and cans. So little room to hide.</p> </div> <p>The poet uses these lines to show –</p> <p>F that the speaker is surprised by how big the store is</p> <p>G how badly the speaker wants to avoid being seen by his teacher</p> <p>H that the speaker is shy around his teacher</p> <p>J how worried the speaker is that his mom will find him</p>			
<p>28 Read line 8 from the poem.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>I thought that I would die!</p> </div> <p>The poet uses this line to show that the speaker is –</p> <p>F careless</p> <p>G disappointed</p> <p>H embarrassed</p> <p>J angry</p>			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Text/Independent Reading

TEK: Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:

5 th Grade	4 th Grade	3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 9(A) read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks)	SE: 9(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks)	SE: 11(A) read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks)	SE: 12(A) read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning.	SE: 12(A) read independently for a sustained period of time.	
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Culture & History

TEK: Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 8(A) analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author’s meaning or purpose.	SE: 8(A) (R) analyze how the style, tone, and diction of a text advance the author’s purpose and perspective or stance.	SE: 8(A) (R) analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.	SE: 8(A) (R) explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			8A-5/72%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		8A-3/74%	8A-3/78%
		<p>2 In the article, what is the most likely reason Teevan wouldn’t discuss the commercial release of her programs?</p> <p>F The programs had not yet been tested and shown to be operational.</p> <p>G She is modest about her accomplishments.</p> <p>H Microsoft’s competitors might use the information to develop similar programs.</p> <p>J Microsoft is responsible for the programs’ release.</p>	<p>1 Nirmal Jindal believes that the purpose of Gupta’s airplane is to –</p> <p>A teach people how to act properly on an airplane</p> <p>B help people overcome their fear of flying</p> <p>C demonstrate how comfortable the seats are</p> <p>D make flying more affordable for Indians</p>
		<p>24 Who first suggested using Navajo for military radio communications?</p> <p>F The son of missionaries</p> <p>G A Navajo Marine</p> <p>H A Code Talker</p> <p>J A communications expert</p>	<p>17 The author includes the information in paragraph 4 to –</p> <p>A show Fosbury’s determination and eventual success</p> <p>B explain the mechanics of the Fosbury Flop</p> <p>C demonstrate Fosbury’s reluctance to follow the advice of others</p> <p>D emphasize Fosbury’s desire to get a college education</p>

		<p>26 Read these sentences from paragraph 2.</p> <div data-bbox="1094 217 1425 305" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"><p><i>In the 1940s there was no such thing as a "secure line." All talk had to go out onto the public airwaves.</i></p></div> <p>The author includes this information to –</p> <ul style="list-style-type: none">F demonstrate technological advances during the twentieth centuryG establish the need for an unbreakable secret codeH explain why Pearl Harbor was vulnerable to attackJ question whether the right to free speech should be protected during wartime	<p>18 According to the selection, why was it not surprising that younger athletes were the first to use the Fosbury Flop?</p> <ul style="list-style-type: none">F Younger athletes were less afraid to use the "scissors" approach.G Older athletes were already committed to the established style of high jumping.H Successful high jumpers were convinced the Fosbury Flop wouldn't result in higher jumps.J It is human nature to resist change.
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English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Culture & History

TEK: Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 8(A) (R) explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.	SE: 9(A) (S) analyze works written on the same topic and compare how the authors achieved similar or different purposes.	SE: 9(A) (S) explain the difference between the theme of a literary work and the author's purpose in an expository text.	SE: 9(A) (S) compare and contrast the stated or implied purposes of different authors writing on the same topic.
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
			<u>Letters from Rifka</u> (Karen Hesse) <u>Ellis Island</u> – expository & video <u>The Memory Coat</u> – historical notes
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
			Why did the author choose the genre and style for writing on this topic?
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			Stated or implied purposes, connotation
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
8A-5/72%	9 K&S; 3/72% Dual w/Fig 19D	9 K&S 1/68% dual w/Fig 19d	9 K&S; 1/49% Dual w/Fig 19D
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
8A-3/78%	9 K&S; 4/74% dual w/Fig 19D	9 K&S 2/69% dual w/Fig 19D	9 K&S; 2/65% dual w/Fig 19D
<p>1 Nirmal Jindal believes that the purpose of Gupta's airplane is to –</p> <p>A teach people how to act properly on an airplane</p> <p>B help people overcome their fear of flying</p> <p>C demonstrate how comfortable the seats are</p> <p>D make flying more affordable for Indians</p>	<p>18 The author included paragraph 4 most likely to –</p> <p>F emphasize that football players in Texas deserve more attention than they receive</p> <p>G imply that football should not be the most popular sport in Texas</p> <p>H suggest that marching bands are as important as football players</p> <p>J show that marching in a band is as demanding as playing football</p>	<p>35 The author wrote this selection most likely to –</p> <p>A explain how swing music is played</p> <p>B encourage young women to learn how to play musical instruments</p> <p>C celebrate a group of musicians who influenced American popular music</p> <p>D prove that the 1940s were a turning point for female musicians</p>	<p>21 Read this sentence from the selection.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>On its own, a colony of 100 frogs has little chance of long-term survival.</i></p> </div> <p>The author included this sentence most likely to show –</p> <p>A that the life span of the yellow-spotted bell frog is extremely short</p> <p>B why scientists are taking several different steps to protect the remaining yellow-spotted bell frogs</p> <p>C that the yellow-spotted bell frogs can live only in zoos</p> <p>D how scientists are trying to help the yellow-spotted bell frog by eliminating the chytrid fungus</p>
<p>17 The author includes the information in paragraph 4 to –</p> <p>A show Fosbury's determination and eventual success</p> <p>B explain the mechanics of the Fosbury Flop</p> <p>C demonstrate Fosbury's reluctance to follow the advice of others</p> <p>D emphasize Fosbury's desire to get a college education</p>	<p>21 The author chose the title of this selection to highlight the idea that –</p> <p>A Texas marching band members are talented</p> <p>B there is variety among Texas marching bands</p> <p>C Texas marching band members are dedicated</p> <p>D there are a large number of Texas marching bands</p>	<p>36 Paragraph 3 reveals that the author intends to –</p> <p>F offer reasons why the Sweethearts performed well</p> <p>G explain what made the Sweethearts unique</p> <p>H express an opinion about the type of music the Sweethearts performed</p> <p>J describe how members of the Sweethearts were selected</p>	<p>41 What is the most likely reason the author included paragraph 5 in the section "Rocks from Space"?</p> <p>A To explain why scientists are interested in studying meteorites</p> <p>B To demonstrate how technology can be used to help robots find meteorites</p> <p>C To show that a few people hunt for meteorites every summer</p> <p>D To describe how a meteorite falls from space onto an ice field</p>

<p>18 According to the selection, why was it not surprising that younger athletes were the first to use the Fosbury Flop?</p> <p>F Younger athletes were less afraid to use the "scissors" approach.</p> <p>G Older athletes were already committed to the established style of high jumping.</p> <p>H Successful high jumpers were convinced the Fosbury Flop wouldn't result in higher jumps.</p> <p>J It is human nature to resist change.</p>	<p>28 Based on her letter, how has the author's Hispanic heritage influenced her message?</p> <p>F She wants to encourage people to write about what makes their culture unique.</p> <p>G She wants to communicate the idea that a person from any culture can become a writer.</p> <p>H She wants to celebrate the accomplishments of Hispanic authors.</p> <p>J She wants to emphasize the importance of storytelling in Hispanic culture.</p>		
	<p>43 The author wrote this article most likely to --</p> <p>A reveal a little-known factor that influenced the outcome of the Revolutionary War</p> <p>B argue that British people sympathized with Americans during the Revolutionary War</p> <p>C teach readers how to prepare the invisible ink that members of the Continental army used</p> <p>D question whether Washington was as honest as many Americans believe</p>		

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Culture & History

TEK: Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 9(A) (S) compare and contrast the stated or implied purposes of different authors writing on the same topic.	SE: 10(A) (S) draw conclusions from the information presented by an author and evaluate how well the author’s purpose was achieved.	SE: 10(A) (R Fig 19 D) explain the difference between a stated and an implied purpose for an expository text.	SE: 12(A) (R Fig 19 D) identify the topic and locate the author’s stated purposes in writing the text.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
<u>Letters from Rifka</u> (Karen Hesse) <u>Ellis Island</u> – expository & video <u>The Memory Coat</u> – historical notes		We teach different text structures an author may use like sequence. Ask what the purpose of the author may be. Ask what the author was trying to do in their text. We use many examples and pull out key words as clues to help them decipher the difference. With implied we look at what the author said or the statements they make.	Read multiple stories: Fiction, non-fiction, poetry why did the author write this? -Persuade (fiction/ non-fiction) -Inform (non-fiction) -Entertain (usually fiction)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Why did the author choose the genre and style for writing on this topic?		Explain difference of purpose	Identify topic- taught through inferencing, locate through text evidence
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Stated or implied purposes, connotation		Stated purpose, implied purpose	Persuade, inform, entertain
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
9 K&S; 1/49% Dual w/ Fig 19D	10A-3/63%	10A not eligible for testing 10 K&S; 2/66%	12A not eligible for testing 12 K&S; 1/75% Dual w/ Fig 19D
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
9 K&S; 2/65% dual w/ Fig 19D	10A-2/72%	10A not eligible for testing 10 K&S; 2/58% dual w/ Fig 19D	12A not eligible for testing
<p>21 Read this sentence from the selection.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p><i>On its own, a colony of 100 frogs has little chance of long-term survival.</i></p> </div> <p>The author included this sentence most likely to show –</p> <p>A that the life span of the yellow-spotted bell frog is extremely short</p> <p>B why scientists are taking several different steps to protect the remaining yellow-spotted bell frogs</p> <p>C that the yellow-spotted bell frogs can live only in zoos</p> <p>D how scientists are trying to help the yellow-spotted bell frog by eliminating the chytrid fungus</p>	<p>24 The author speaks directly to the reader in paragraphs 1 and 2 in order to –</p> <p>F encourage the reader to try out for a play</p> <p>G share a personal story with the reader</p> <p>H help the reader understand the experience of stage fright</p> <p>J demonstrate that acting requires skill</p>	<p>24 The author wrote this selection most likely to –</p> <p>F inform readers of the differences between squirrels and snakes</p> <p>G explain efforts to understand an unusual squirrel behavior</p> <p>H encourage readers to investigate the activities of squirrels</p> <p>J tell readers about a special squirrel and its diet</p>	

41 What is the most likely reason the author included paragraph 5 in the section "Rocks from Space"?

- A To explain why scientists are interested in studying meteorites
- B To demonstrate how technology can be used to help robots find meteorites
- C To show that a few people hunt for meteorites every summer
- D To describe how a meteorite falls from space onto an ice field

41 The author wrote this article most likely to —

- A encourage readers to visit more museums
- B tell about the functions of the human body
- C inform readers about a unique museum
- D compare the different types of museum exhibits

31 The purpose of this selection is to —

- A compare octopuses with other animals that are also tool users
- B describe an octopus that was hiding in a coconut shell
- C provide readers with facts about the intelligence of octopuses
- D encourage readers to learn more about interesting sea creatures

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Culture & History

TEK: Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 12(A) (R Fig 19 D) identify the topic and locate the author's stated purposes in writing the text	SE: 13(A) (S) identify the topic and explain the author's purpose in writing the text	SE: 13(A) (S) identify the topic and explain the author's purpose in writing about the text	SE: 9(A) (S) identify the topic of an informational text heard
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Read multiple stories: Fiction, non-fiction, poetry why did the author write this? -Persuade (fiction/ non-fiction) -Inform (non-fiction) -Entertain (usually fiction)			
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Identify topic- taught through inferencing, locate through text evidence			
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Persuade, inform, entertain			
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
12A not eligible for testing 12 K&S; 1/75% Dual w/ Fig 19D			
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
12A not eligible for testing			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Expository Text

TEK: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 9 (A) summarize a text in a manner that captures the author’s viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	SE: 9 (A) (R) summarize a text in a manner that captures the author’s viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	SE: 9(A) (R)summarize text and distinguish between a summary and a critique and identify nonessential information in a summary and unsubstantiated opinions in a critique;	SE: 9(A) (R)summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			9A-1/74%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		9A-2/74%	9A-1/72%
		<p>5 Which of these is the best summary of the selection?</p> <p>A Jaime Teevan, who works for Microsoft, has become a leader in the field of personalizing Internet search results. Through her research, she has found that people often repeat the same searches. She has developed ways of using this knowledge to make future searches more productive.</p> <p>B Microsoft Research, a division of the country’s largest software company, hires only the most promising and creative students emerging from leading graduate programs. By recruiting these talented employees, Microsoft has developed cutting-edge programs such as the search engine Bing.</p> <p>C Jaime Teevan created the field of personal information management. After many failures, which included crashing Infoseek’s search engine on one occasion, she discovered some data on the Internet that convinced her that search engines were poorly designed.</p> <p>D Personal information management has become an important field of study for computer programmers. Since discovering that people search the Internet in different ways, programmers have been building tools that sort search results according to a user’s personal preferences.</p>	<p>6 What is the best summary of the selection?</p> <p>F Frustrated by the bad food and lost luggage that accompany modern air travel, B. C. Gupta decided to build a model airplane for his own use. He now welcomes visitors on board for a small fee and even keeps the cabin air-conditioned for comfort.</p> <p>G Engineering students and flight attendants are now receiving training through an innovative program that takes place on a renovated Indian Airlines plane. Attendants like Ridhi Sehgal learn the proper methods for tasks such as oxygen mask demonstrations.</p> <p>H Former airline engineer B. C. Gupta, in an effort to familiarize Indian citizens with air travel protocol, built an airplane replica in which he holds training sessions. The sessions include training in airplane behavior, safety, and etiquette.</p> <p>J College professor Nirmal Jindal is concerned about the way Indian citizens behave on airplanes. As more people begin to travel by airplane, Jindal hopes they will learn such basic manners as how to treat airline hostesses.</p>

		<p>29 Which of these is the best summary of the selection?</p> <p>A Too little credit has been given to the Navajo Code Talkers, who played a decisive role in the American defeat of Japan during World War II. If more people were aware of their contribution, there is no doubt that the Code Talkers would be celebrated and honored throughout the United States.</p> <p>B Navajo-speaking Code Talkers played an important role in the struggle against the Japanese during World War II. Because of the complex and unfamiliar nature of the Navajo language, the Code Talkers were able to broadcast messages over the radio that couldn't be deciphered by the Japanese.</p> <p>C During the early part of World War II, the Japanese were able to figure out any secret code used by the U.S. military. To solve this problem, the Marines created a special alphabet used by Navajo soldiers to send messages the Japanese couldn't decipher.</p> <p>D At the beginning of World War II, the Navajo language was perfect for use as a secret code. It had never been translated into another language, and because it had no alphabet, it had never been written down. The only people who knew the language were native speakers in the United States. Before the language could be used for coded communication, an alphabet and spelling system had to be developed for it.</p>	
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English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Expository Text

TEK: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 9(A) (R)summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;	SE:10(A) (R)summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;	SE: 10(A) (R)evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;	SE: 10(A) (R)summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
			Write concise summaries. Read with a pencil (box in Main Ideas; underline “important” details.) Take notes using headings for main ideas and bullets for details.
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
			Choose expository texts that include opinions that cannot be used in a summary
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			Opinions
STAAR 2012 9A-1/74%	STAAR 2012 10A-6/66% 10 K&S 3/64% Dual w/ Fig19D&E	STAAR 2012 10A-4/60% 10 K&S; 5/61% Dual w/Fig19D&E	STAAR 2012 10A-4/69% 10 K&S; 3/62% dual w/Fig 19D&E
STAAR 2013 9A-1/72%	STAAR 2013 10A-4/61% 10 K&S; 1/76% dual w/Fig 19E	STAAR 2013 10A-4/78% 10 K&S 5/74% dual w/Fig 19 D&E	STAAR 2013 10A-3/46% 10 K&S; 5/71% Dual w/Fig19D&E
<p>6 What is the best summary of the selection?</p> <p>F Frustrated by the bad food and lost luggage that accompany modern air travel, B. C. Gupta decided to build a model airplane for his own use. He now welcomes visitors on board for a small fee and even keeps the cabin air-conditioned for comfort.</p> <p>G Engineering students and flight attendants are now receiving training through an innovative program that takes place on a renovated Indian Airlines plane. Attendants like Ridhi Sehgal learn the proper methods for tasks such as oxygen mask demonstrations.</p> <p>H Former airline engineer B. C. Gupta, in an effort to familiarize Indian citizens with air travel protocol, built an airplane replica in which he holds training sessions. The sessions include training in airplane behavior, safety, and etiquette.</p> <p>J College professor Nirmal Jindal is concerned about the way Indian citizens behave on airplanes. As more people begin to travel by airplane, Jindal hopes they will learn such basic manners as how to treat airline hostesses.</p>	<p>24 What are paragraphs 6 and 7 mainly about?</p> <p>F The results of studies about Texas high school marching bands</p> <p>G The high quality of Texas high school marching bands</p> <p>H The benefits of being in a high school marching band</p> <p>J The popularity of being in a high school marching band</p>	<p>5 Paragraph 10 is mainly about –</p> <p>A how the kite string was used to start the construction of the bridge</p> <p>B why metal cables are used in suspension bridges</p> <p>C when a stronger line was used to fly the kite across the gorge</p> <p>D why cables needed to be anchored before attaching them to the deck</p>	<p>22 Why did Dr. Hunter have hope that the yellow-spotted bell frog might someday be rediscovered?</p> <p>F The decrease in predators made it likely that some frogs survived.</p> <p>G Other species thought to be extinct had been found.</p> <p>H Conditions where the frogs were typically found became less dangerous.</p> <p>J Less human contact reduced the risk to the species.</p>

	<p>26 What is the best summary of the section titled "Bands in All Sizes"?</p> <p>F There are many marching bands in the state of Texas. Some of the bands are very small, consisting of as few as a dozen members. Kenneth Griffin's organization, the Texas Association of Small School Bands, represents some of these small high school bands at competitions.</p> <p>G With 5,000 students, Allen High School is a very large school. Its marching band has 650 members, which makes it larger than the bands at the University of Texas and Texas A&M University. On the other hand, the Sundown High School marching band has only 117 members.</p> <p>H Class 5A Allen High School has the largest marching band in the United States. It is larger than any other high school marching band or any college marching band. This band's 650 members fill an entire football field when they are playing. It takes 20 buses to transport the members to away games.</p> <p>J Texas boasts the largest high school marching band in the nation, the Allen Eagle Escadrille, which has 650 members. There are also many small, award-winning marching bands in Texas, such as Sundown High School's 117-member marching band, which has won many marching band titles.</p>	<p>31 The main difference between the Sweethearts and most other bands of the 1940s was that the Sweethearts —</p> <p>A were allowed to travel and perform in Europe</p> <p>B were a racially integrated group of women</p> <p>C played swing music outside the South</p> <p>D tended to perform in large cities</p>	<p>24 Pearce was able to identify the yellow-spotted bell frog because he —</p> <p>F had seen the species before a fungus attacked them</p> <p>G studied endangered frog species as a fisheries conservation officer</p> <p>H visited the Taronga Zoo with Hunter</p> <p>J had attended a lecture given by Hunter</p>
	<p>45 The Culper Ring used Dr. Jay's invisible ink rather than lemon juice because Dr. Jay's ink was —</p> <p>A more difficult for an enemy to discover</p> <p>B Washington's preferred way to send a message</p> <p>C suitable for writing between the lines of a letter</p> <p>D a symbol of British support for the Americans</p>	<p>38 Which sentence expresses the main idea of the selection?</p> <p>F The International Sweethearts of Rhythm traveled and performed in the United States during World War II.</p> <p>G The International Sweethearts of Rhythm commonly performed to sold-out crowds in ballrooms and theaters.</p> <p>H The International Sweethearts of Rhythm were an all-female touring swing band popular during the 1940s.</p> <p>J The International Sweethearts of Rhythm chose to play swing music because it was what most people wanted to hear.</p>	<p>43 Antarctica is a good place to search for meteorites because —</p> <p>A natural events in Antarctica make it possible for meteorites to be noticed easily</p> <p>B the weather conditions in Antarctica keep people from visiting the area</p> <p>C meteorites land in Antarctica more often than in other areas</p> <p>D a robot can easily travel on the ice-covered land in Antarctica</p>
	<p>52 According to the article, why did Washington want his own information-gathering agency?</p> <p>F He trusted only friends to bring him accurate information.</p> <p>G He was fascinated with the idea of spies and invisible ink.</p> <p>H He thought the British were spying on his Continental forces.</p> <p>J He was unable to defeat British forces by traditional methods.</p>	<p>42 The band's name is significant because it highlights —</p> <p>F the fact that the musicians came from diverse cultures</p> <p>G the support the musicians gave to soldiers in wartime</p> <p>H the type of music the band played</p> <p>J the fact that the band performed in countries around the world</p>	<p>1 Which statement about education does this article best support?</p> <p>A Schools should adapt to local conditions.</p> <p>B Schools should give students time off.</p> <p>C Smaller class sizes are better for instruction.</p> <p>D Students prefer attending classes with friends.</p>
	<p>50 What is the best summary of this article?</p> <p>F Invisible ink, which helped George Washington win the Revolutionary War against the British, can be easily made out of lemon juice. Another way to write with invisible ink is to use chemicals called "stain" and "sympathetic stain."</p> <p>G The Culper Ring was a group of American spies that operated around New York City during the Revolutionary War. The spies included Robert Townsend, Abraham Woodhull, Austin Roe, and Major Talmadge.</p> <p>H During the Revolutionary War, George Washington established a network of spies that provided him with information about the British forces. One group, the Culper Ring, sent him many valuable messages written in invisible ink, a technique that helped Washington defeat the British.</p> <p>J Although many people believe that George Washington never lied, he did use deceptive tricks such as secret agents, double agents, and codes against the British during the Revolutionary War. He found that using invisible ink to send secret messages was especially useful.</p>	<p>7 Which of these conclusions about Homan Walsh is supported by paragraph 9?</p> <p>A He was a perfectionist.</p> <p>B He was confident he would win the contest.</p> <p>C He did not accept failure.</p> <p>D He was motivated by the prize money offered to the winner.</p>	<p>3 Read these sentences from paragraph 7.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>"It was difficult for my parents to send me to school, but now all the facilities are in the village. I have started planning for my daughter's future education. I want to see her become a doctor or engineer."</i></p> </div> <p>This quotation shows that —</p> <p>A Rezwan's efforts have improved educational conditions for future generations</p> <p>B Farida thinks that there are enough facilities in her village to serve all the children</p> <p>C Rezwan believes that his school boats will create many doctors and engineers</p> <p>D Farida's own difficulties in attending school cause her to be doubtful about her daughter's education</p>

		<p>33 Which sentence from the selection helps explain why the Sweethearts became successful?</p> <p>A <i>Swing musicians usually played instruments such as the clarinet, the saxophone, the trombone, and the trumpet.</i></p> <p>B <i>At this point a few new musicians joined the group.</i></p> <p>C <i>The women chose to include "International" in the band's name because they came from many different cultural backgrounds.</i></p> <p>D <i>But they remained focused on their main ambition: to play great swing music.</i></p>	<p>6 The reader can conclude that Rezwan believes that —</p> <p>F educating children is easier than educating adults</p> <p>G floating schools cannot compete with traditional schools</p> <p>H developing technology skills is a necessity in today's world</p> <p>J choosing a career is a difficult decision</p>
		<p>39 Based on the selection, why did the Sweethearts stop playing together?</p> <p>A The musicians became tired of traveling to different cities.</p> <p>B Swing music eventually became less popular in the United States.</p> <p>C Americans were uninterested in music during World War II.</p> <p>D Musical groups composed of only women were no longer a novelty.</p>	<p>20 What is the best summary of this selection?</p> <p>F Luke Pearce was searching for a fish in a stream in New South Wales when he saw an unusual frog. He called Dr. David Hunter, an expert on threatened species. After Pearce took Hunter to the location where he first saw the frog, Hunter confirmed that it was from a colony of yellow-spotted bell frogs.</p> <p>G Originally thought to be extinct, a yellow-spotted bell frog was seen by Luke Pearce. A year later Pearce and Dr. David Hunter, an expert on threatened species, discovered a small colony of the frogs. This species' population was drastically reduced to near extinction by a harmful fungus.</p> <p>H Luke Pearce and Dr. David Hunter discovered a colony of yellow-spotted bell frogs. A few of the frogs were taken to the Taronga Zoo for breeding. Once the frog population has been replenished, groups of the yellow-spotted bell frogs will be released in different locations in the wild.</p> <p>J While walking along a stream, Luke Pearce noticed a frog that was thought to be extinct. He contacted Dr. David Hunter, an expert on threatened species. The two men returned to the site and discovered a small colony of yellow-spotted bell frogs. Efforts are now being made to save the species from extinction.</p>
		<p>41 A documentary film about the International Sweethearts of Rhythm was made most likely because the band —</p> <p>A promoted other swing bands while performing around the world</p> <p>B made major contributions to the growth of swing music</p> <p>C played in many different music venues throughout the United States</p> <p>D performed a new style of music that was embraced by the public</p>	<p>47 What is the best summary of the selection?</p> <p>A Meteorites are important to NASA because they hold clues about planets and the origin of the solar system. Seven scientists journeyed to the Antarctic Plateau to find meteorites for NASA. They experienced freezing temperatures and set up tents immediately.</p> <p>B A group of scientists went to Antarctica as part of a project for NASA. The scientists worked to reassemble Nomad, an advanced robot, after it had been flown in by helicopter from the coast. With the robot's help, the scientists searched for and identified several meteorites on the ice fields.</p> <p>C A robot named Nomad traveled long distances over rough and slippery ground in Antarctica. Nomad had already been used to explore a South American desert. Heaters were added to keep the robot's equipment warm, and studs were added to its tires so that it could move on ice without slipping.</p> <p>D Several scientists in Antarctica used a robot named Nomad. The scientists got the robot to start searching for meteorites in the ice fields. Antarctica was different from Pennsylvania, where Nomad was first tested, and changes needed to be made to the robot's software and sensors.</p>

		<p>40 Which of these is the best summary of the selection?</p> <p>F The International Sweethearts of Rhythm were a touring swing band made up of young women from different ethnic backgrounds. Although the band faced discrimination in the segregated South, the Sweethearts achieved success in the 1930s and 1940s.</p> <p>G In 1937 a group of young female musicians formed a band that would become known as the International Sweethearts of Rhythm. The musicians played instruments such as the clarinet, the saxophone, the trombone, the trumpet, the bass, the guitar, and the piano.</p> <p>H Swing was an extremely popular kind of music played by many American bands during the 1930s and 1940s. One of the most interesting and talented swing groups of this period was the International Sweethearts of Rhythm, a 17-member band from Mississippi.</p> <p>J The International Sweethearts of Rhythm were a successful band that included African American, Chinese American, Mexican American, American Indian, and Puerto Rican members. Just a few years after the group was founded, the Sweethearts were able to become a professional touring band.</p>	
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English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Expository Text

TEK: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 10(A) (R)summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;	SE: 1(A) (R)summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;	SE: 11(A) (R)summarize the main idea and supporting details in text in ways that maintain meaning;	SE: 13(A) (R) identify the details or facts that support the main idea;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Write concise summaries. Read with a pencil (box in Main Ideas; underline “important” details.) Take notes using headings for main ideas and bullets for details.	Use these examples- lab experiment instruction Recipe Game instruction Christmas Craft written STAAR math problems	Summarize main idea & details that maintain meaning. We have students look at details and have them summarize what they have in common. We used boxes with similar items inside. We also gave examples of blanket & it was the main idea, we had students hold up the blanket & they were supporting ideas. The details in the blanket were the unimportant details that may not support but adds something to the text.	Find the supporting details to support the main idea. The main idea is what the story is mostly about, find details that build that main idea. Use headings (text features) to help find the main idea. Pizza activity – have sauce, cheese, onions, bell pepper and crust in a bag. Pull 1 at a time (least important first) discuss what you could leave out and it would still be a pizza.
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Choose expository texts that include opinions that cannot be used in a summary		Students be sure to maintain meaning, authors intent what does author want you to remember or what is important?	Identify the details. What do these details have in common?
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Opinions	Procedure interpret		
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
10A-4/69% 10 K&S; 3/62% dual w/Fig 19D&E	11A-467% 11 K&S; 4/82% Dual w/Fig19D&E	11A-3/52% 11 K&S; 4/57% Dual w/Fig19E&D	13A-5/69% 13 K&S; 3/51% Dual w/Fig19D&E
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
10A-3/46% 10 K&S; 5/71% Dual w/Fig19D&E	11A-3/59% 11 K&S; 4/55% Dual w/Fig19D&E	11A-2/70% 11 K&S; 6/56% Dual w/Fig19E&D	13A-4/74% 13 K&S; 2/58% Dual w/Fig19E
22 Why did Dr. Hunter have hope that the yellow-spotted bell frog might someday be rediscovered? F The decrease in predators made it likely that some frogs survived. G Other species thought to be extinct had been found. H Conditions where the frogs were typically found became less dangerous. J Less human contact reduced the risk to the species.	10 What is paragraph 2 mainly about? F Christiansen worked as a carpenter. G The word "LEGO" is a Danish word that means "play well." H Christiansen changed LEGO toys from wood to plastic. J The first plastic LEGO brick was produced in 1958.	2 What problem did people experience when ice cream was first made in America? F The right spices were not available. G The ice cream would melt inside the cone. H The ice cream froze too quickly when being made. J The ice needed for making the dessert was difficult to find.	1 Which detail from the selection suggests that Jessica is smart? A She has become comfortable with the family dogs. B She figured out how to unlock a door. C She spends time with other hippos. D She stayed afloat on the river.

<p>24 Pearce was able to identify the yellow-spotted bell frog because he –</p> <p>F had seen the species before a fungus attacked them</p> <p>G studied endangered frog species as a fisheries conservation officer</p> <p>H visited the Taronga Zoo with Hunter</p> <p>J had attended a lecture given by Hunter</p>	<p>23 Which of these best expresses the main idea of paragraph 5?</p> <p>A Eating certain foods can help prevent stage fright.</p> <p>B Stage fright affects people who do not practice their performance.</p> <p>C Wearing the proper clothing can help relieve stage fright.</p> <p>D Stage fright can be overcome by using several strategies.</p>	<p>25 Paragraphs 2 through 4 are mainly about –</p> <p>A a special protein that adult squirrels have in their bodies</p> <p>B how female squirrels use snakeskin to protect themselves</p> <p>C how fleas can be avoided by using the skin shed by rattlesnakes</p> <p>D possible reasons that squirrels spread chewed snakeskin on their bodies</p>	<p>9 According to the selection, the problem with having Jessica in the house was that she –</p> <p>A ate food that was not good for her</p> <p>B wanted to be left alone</p> <p>C bothered the family dogs</p> <p>D broke things</p>
<p>43 Antarctica is a good place to search for meteorites because –</p> <p>A natural events in Antarctica make it possible for meteorites to be noticed easily</p> <p>B the weather conditions in Antarctica keep people from visiting the area</p> <p>C meteorites land in Antarctica more often than in other areas</p> <p>D a robot can easily travel on the ice-covered land in Antarctica</p>	<p>43 The article is mainly about –</p> <p>A why it is important to understand the human body</p> <p>B why it is necessary to eat right and exercise</p> <p>C how the Health Museum's special effects work</p> <p>D what visitors can see at the Health Museum</p>	<p>8 Which of these is the best summary of the article?</p> <p>F Americans love ice cream as a treat. National Ice Cream Month is celebrated during July. The frozen treat is easier to get now than it was hundreds of years ago.</p> <p>G Hundreds of years ago people began making different frozen desserts. Europeans brought the idea of ice cream to America. New ideas about how to make and serve the frozen treat have led to its wide popularity.</p> <p>H Hundreds of years ago different ingredients were mixed with snow to make frozen treats. Some people traveled far to get the snow. Today many different flavors of ice cream are available.</p> <p>J At a fair in 1904, people began eating ice cream in waffle cones. In the United States, National Ice Cream Month is celebrated during July. People also like to eat chocolate-covered ice-cream bars on sticks.</p>	<p>20 What is the section titled "An Accidental Success" mainly about?</p> <p>F How restaurants first came to serve potato chips</p> <p>G How the first potato chips came to be made</p> <p>H Why someone wanted to make the first potato chips</p> <p>J Why someone complained about some fried potatoes</p>
<p>1 Which statement about education does this article best support?</p> <p>A Schools should adapt to local conditions.</p> <p>B Schools should give students time off.</p> <p>C Smaller class sizes are better for instruction.</p> <p>D Students prefer attending classes with friends.</p>	<p>13 Read this sentence from the selection.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>In fact, a standard-size LEGO brick made today can be attached to any other LEGO brick made since 1958.</i></p> </div> <p>What can the reader conclude about LEGO products from this sentence?</p> <p>A People have shared LEGO sets with friends and family for a long time.</p> <p>B The basic design of the LEGO has stayed the same.</p> <p>C LEGO toys made of plastic last longer than those made of wood.</p> <p>D Ole Kirk Christiansen believed in making LEGO toys that were fun and entertaining.</p>	<p>28 Which of these is the best summary of the selection?</p> <p>F Scientists have discovered that some squirrels chew rattlesnake skin and apply it to themselves. There are several possible explanations for this behavior. Barbara Clucas conducted a study using a group of squirrels and discovered that it is likely that female squirrels and young squirrels use the snakeskin as protection against rattlesnakes.</p> <p>G Some squirrels have an unusual habit of chewing rattlesnake skin and applying it to their fur for protection. Scientists have discovered that adult squirrels do not need protection from rattlesnake venom. However, female and young squirrels chew and apply rattlesnake skin to their bodies.</p> <p>H Scientists developed a few theories to explain why squirrels chew rattlesnake skin and apply it to their fur. Barbara Clucas studied squirrels to find the answer. She numbered each squirrel in the study by using black hair dye.</p> <p>J Some squirrels are known to look for the skin that rattlesnakes leave behind when they shed. Once the squirrels find the skin, they chew it up, spit it out, and put it on their fur. Scientists wonder about this behavior and have some possible explanations for it.</p>	<p>21 How were potato chips first sold in some grocery stores?</p> <p>A In baskets that sat on tables</p> <p>B In piles that were on plates</p> <p>C In wax-coated paper bags that were ironed shut</p> <p>D In paper bags that were filled from a barrel</p>

<p>3 Read these sentences from paragraph 7.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>"It was difficult for my parents to send me to school, but now all the facilities are in the village. I have started planning for my daughter's future education. I want to see her become a doctor or engineer."</i></p> </div> <p>This quotation shows that —</p> <p>A Rezwan's efforts have improved educational conditions for future generations</p> <p>B Farida thinks that there are enough facilities in her village to serve all the children</p> <p>C Rezwan believes that his school boats will create many doctors and engineers</p> <p>D Farida's own difficulties in attending school cause her to be doubtful about her daughter's education</p>	<p>15 Which of these is the best summary of the selection?</p> <p>A Six eight-stud LEGO bricks can be arranged in many ways. Ole Kirk Christiansen of Denmark first made wooden toys, but then he switched to making plastic LEGO bricks. LEGO bricks are made out of melted plastic pressed in a special machine.</p> <p>B Ole Kirk Christiansen bought a machine to make plastic toys and began making LEGO bricks. The LEGO company has produced LEGO bricks for children of all ages, but even adults build things from LEGOs.</p> <p>C In the 1930s Ole Kirk Christiansen made wooden toys. Then in 1958 he began producing plastic LEGO bricks. Today there are thousands of different-shaped LEGO bricks in many colors and sizes.</p> <p>D The first plastic LEGO bricks were made in 1958 by Ole Kirk Christiansen. Today millions of LEGO bricks are made in many shapes, sizes, and colors. People of all ages enjoy building with LEGO bricks, and LEGO products continue to be very popular.</p>	<p>9 Which sentence from the article supports the idea that early frozen desserts required great effort to make?</p> <p>A <i>The Roman emperor Nero sent his fastest runners into the mountains to gather snow.</i></p> <p>B <i>The Chinese and Roman treats were unlike today's ice cream.</i></p> <p>C <i>These desserts were made with small pieces of frozen ice and were similar to snow cones.</i></p> <p>D <i>When people came from Europe to America in the 1700s, they brought their recipes for ice cream with them.</i></p>	<p>6 Which of these is the best summary of the selection?</p> <p>F Tonie Joubert found a weak baby hippo near his house and decided to take care of her. With Joubert's help, the hippo grew big and strong. The hippo seems to like staying with Joubert, and she is treated like a member of the family.</p> <p>G Tonie Joubert decided to keep a baby hippo he found lying next to a river. The hippo became friendly with the family dogs and now visits other hippos in the area.</p> <p>H When Tonie Joubert found a baby hippo, he realized that she needed to be cared for. He fed the hippo a special kind of milk until she became healthy. The hippo became very large and began to break furniture in Joubert's house.</p> <p>J When a baby hippo was in danger, Tonie Joubert knew just what to do. Joubert named the hippo and let her stay in his house. When the hippo grew too large for the house, she slept on the back porch.</p>
<p>6 The reader can conclude that Rezwan believes that —</p> <p>F educating children is easier than educating adults</p> <p>G floating schools cannot compete with traditional schools</p> <p>H developing technology skills is a necessity in today's world</p> <p>J choosing a career is a difficult decision</p>	<p>26 The author's opinion that stage fright can be overcome is best supported by —</p> <p>F the reaction of Mariah Carey's fans</p> <p>G Mariah Carey's experience</p> <p>H the description of how a body reacts to stress</p> <p>J information about the source of stage fright</p>	<p>10 How were Harry Burt and the man who created the ice-cream cone similar?</p> <p>F They both got ideas for their inventions from others.</p> <p>G They both sold their frozen treats at a fair.</p> <p>H They both used waffles to hold their frozen treats.</p> <p>J They developed their inventions during the same year.</p>	<p>25 Which of these is the best summary of the selection?</p> <p>A Potato chips had an unusual start, but they soon became a well-known snack. They were sold at restaurants first and then at grocery stores. Today potato chips come in many flavors. They are enjoyed by people around the world.</p> <p>B Potato chips are crunchy and salty. They are one of the most popular snacks in the world. They have also been around for a long time. The first chips were made because of a complaining customer.</p> <p>C After potato chips were first made, it did not take long before many people wanted them. However, it was not always easy to get potato chips. Soon, though, people could buy potato chips at many grocery stores.</p> <p>D After potato chips were first made, many people decided to start making and selling their own potato chips. Today potato chips are made in different ways around the world and are seasoned using a variety of flavors.</p>

<p>20 What is the best summary of this selection?</p> <p>F Luke Pearce was searching for a fish in a stream in New South Wales when he saw an unusual frog. He called Dr. David Hunter, an expert on threatened species. After Pearce took Hunter to the location where he first saw the frog, Hunter confirmed that it was from a colony of yellow-spotted bell frogs.</p> <p>G Originally thought to be extinct, a yellow-spotted bell frog was seen by Luke Pearce. A year later Pearce and Dr. David Hunter, an expert on threatened species, discovered a small colony of the frogs. This species' population was drastically reduced to near extinction by a harmful fungus.</p> <p>H Luke Pearce and Dr. David Hunter discovered a colony of yellow-spotted bell frogs. A few of the frogs were taken to the Taronga Zoo for breeding. Once the frog population has been replenished, groups of the yellow-spotted bell frogs will be released in different locations in the wild.</p> <p>J While walking along a stream, Luke Pearce noticed a frog that was thought to be extinct. He contacted Dr. David Hunter, an expert on threatened species. The two men returned to the site and discovered a small colony of yellow-spotted bell frogs. Efforts are now being made to save the species from extinction.</p>	<p>45 Which of these is the best summary of the article?</p> <p>A The Health Museum is located in Houston, Texas. It has several exhibits that help visitors learn about the human body. The museum's model of the inside of a human body is large enough for visitors to walk through.</p> <p>B The Health Museum has exhibits that help people learn more about the human body. Visitors can learn about diet and exercise and see how the physical traits of other visitors differ from their own.</p> <p>C People enjoy the Health Museum in Houston, Texas. The museum has exhibits that let visitors experience how the human body works. Some exhibits teach the importance of diet and exercise, while others teach about inherited traits. The museum's theater shows movies about a variety of science topics.</p> <p>D People are amazed when they visit the Health Museum in Houston, Texas. One exhibit allows visitors to walk through a model of a human body. In this exhibit visitors can touch models of organs and bones that are found in the human body. Visitors can even ride a bicycle with a skeleton.</p>	<p>26 Clucas's observations contribute to the understanding of why squirrels use snakeskin by –</p> <p>F providing support for one of the theories presented by scientists</p> <p>G proving that male squirrels are more aggressive than female squirrels</p> <p>H suggesting that young squirrels do not know how to apply chewed snakeskin to themselves</p> <p>J explaining why adult squirrels have a special protein in their blood</p>	
<p>47 What is the best summary of the selection?</p> <p>A Meteorites are important to NASA because they hold clues about planets and the origin of the solar system. Seven scientists journeyed to the Antarctic Plateau to find meteorites for NASA. They experienced freezing temperatures and set up tents immediately.</p> <p>B A group of scientists went to Antarctica as part of a project for NASA. The scientists worked to reassemble Nomad, an advanced robot, after it had been flown in by helicopter from the coast. With the robot's help, the scientists searched for and identified several meteorites on the ice fields.</p> <p>C A robot named Nomad traveled long distances over rough and slippery ground in Antarctica. Nomad had already been used to explore a South American desert. Heaters were added to keep the robot's equipment warm, and studs were added to its tires so that it could move on ice without slipping.</p> <p>D Several scientists in Antarctica used a robot named Nomad. The scientists got the robot to start searching for meteorites in the ice fields. Antarctica was different from Pennsylvania, where Nomad was first tested, and changes needed to be made to the robot's software and sensors.</p>		<p>30 The fact that octopuses sometimes move coconut shells from one place to another is important because it suggests that octopuses –</p> <p>F are more intelligent than some birds</p> <p>G are able to plan for future needs</p> <p>H relocate to new homes often</p> <p>J may find other types of shells to use in the future</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Expository Text

TEK: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 11(A) (R)summarize the main idea and supporting details in text in ways that maintain meaning;	SE: 14(A)identify the main idea in a text and distinguish it from the topic;	SE: 14(A) (R) restate the main idea, heard or read;	SE: 10(A) (R)identify the topic and details in expository text heard or read, referring to the words and/or illustrations;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Find the supporting details to support the main idea. The main idea is what the story is mostly about, find details that build that main idea. Use headings (text features) to help find the main idea. Pizza activity – have sauce, cheese, onions, bell pepper and crust in a bag. Pull 1 at a time (least important first) discuss what you could leave out and it would still be a pizza.			
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Identify the details. What do these details have in common?			
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012 13A-5/69%	STAAR 2012	STAAR 2012	STAAR 2012
13 K&S; 3/51% Dual w/Fig19D&E			
STAAR 2013 13A-4/74%	STAAR 2013	STAAR 2013	STAAR 2013
13 K&S; 2/58% Dual w/Fig19E			
<p>1 Which detail from the selection suggests that Jessica is smart?</p> <p>A She has become comfortable with the family dogs.</p> <p>B She figured out how to unlock a door.</p> <p>C She spends time with other hippos.</p> <p>D She stayed afloat on the river.</p>			

<p>9 According to the selection, the problem with having Jessica in the house was that she –</p> <p>A ate food that was not good for her</p> <p>B wanted to be left alone</p> <p>C bothered the family dogs</p> <p>D broke things</p>			
<p>20 What is the section titled "An Accidental Success" mainly about?</p> <p>F How restaurants first came to serve potato chips</p> <p>G How the first potato chips came to be made</p> <p>H Why someone wanted to make the first potato chips</p> <p>J Why someone complained about some fried potatoes</p>			
<p>21 How were potato chips first sold in some grocery stores?</p> <p>A In baskets that sat on tables</p> <p>B In piles that were on plates</p> <p>C In wax-coated paper bags that were ironed shut</p> <p>D In paper bags that were filled from a barrel</p>			

<p>6 Which of these is the best summary of the selection?</p> <p>F Tonie Joubert found a weak baby hippo near his house and decided to take care of her. With Joubert's help, the hippo grew big and strong. The hippo seems to like staying with Joubert, and she is treated like a member of the family.</p> <p>G Tonie Joubert decided to keep a baby hippo he found lying next to a river. The hippo became friendly with the family dogs and now visits other hippos in the area.</p> <p>H When Tonie Joubert found a baby hippo, he realized that she needed to be cared for. He fed the hippo a special kind of milk until she became healthy. The hippo became very large and began to break furniture in Joubert's house.</p> <p>J When a baby hippo was in danger, Tonie Joubert knew just what to do. Joubert named the hippo and let her stay in his house. When the hippo grew too large for the house, she slept on the back porch.</p>			
<p>25 Which of these is the best summary of the selection?</p> <p>A Potato chips had an unusual start, but they soon became a well-known snack. They were sold at restaurants first and then at grocery stores. Today potato chips come in many flavors. They are enjoyed by people around the world.</p> <p>B Potato chips are crunchy and salty. They are one of the most popular snacks in the world. They have also been around for a long time. The first chips were made because of a complaining customer.</p> <p>C After potato chips were first made, it did not take long before many people wanted them. However, it was not always easy to get potato chips. Soon, though, people could buy potato chips at many grocery stores.</p> <p>D After potato chips were first made, many people decided to start making and selling their own potato chips. Today potato chips are made in different ways around the world and are seasoned using a variety of flavors.</p>			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Expository Text

TEK: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 9(B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;	SE: 9(B) (S) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;	SE: 9(B) (S) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;	SE: 9(B)(S) differentiate between opinions that are substantiated and unsubstantiated in the text;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			9B-1/71%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		9B-1/92%	NT
		<p>1 In paragraph 1, the author quotes William Chang to show that –</p> <p>A typical internships are boring</p> <p>B Teevan was given the freedom to experiment</p> <p>C Teevan caused problems as an intern</p> <p>D supervisors are required to have strict oversight</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Expository Text

TEK: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 9(B)(S) differentiate between opinions that are substantiated and unsubstantiated in the text;	SE: 10(B) (S) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;	SE: 10(B) (S) distinguish factual claims from commonplace assertions and opinions;	SE: 10(B) (S) explain whether facts included in an argument are used for or against an issue;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
9B-1/71%		10B-1/60%	10B-2/73%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
NT	10B-1/52%		10B-2/46%
	<p>22 Which sentence from the selection is a commonplace assertion?</p> <p>F We all know that Texans are mad about football, and the players usually get the attention.</p> <p>G Known as the Allen Eagle Escadrille (French for “squadron”), Allen’s band is considered the largest in the country—high school or college.</p> <p>H At some small schools, roughly half of the student body is in the band.</p> <p>J Griffin’s organization was formed in 1991 to better represent small schools at band competitions.</p>		<p>5 Which sentence from the article best supports the claim that Rezwan’s boats have successfully addressed a problem in Bangladesh?</p> <p>A The purpose of the organization is to help the people of Bangladesh receive an education and also to bring technology and an improved quality of life to poor people in remote areas of the country.</p> <p>B In all, these boats help educate close to 90,000 families in Bangladesh.</p> <p>C Each boat was built to accommodate between 30 and 35 students.</p> <p>D Students study using solar lamps that are charged during the day at stations near the river.</p>
			<p>46 Which evidence does Tyree give to support the claim that Nomad is a unique robot?</p> <p>F Nomad is equipped with a way to communicate with humans.</p> <p>G Nomad has the ability to differentiate between objects that appear identical.</p> <p>H Nomad needs to be assembled after reaching its destination.</p> <p>J Nomad is used to helping scientists do their work.</p>

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Expository Text

TEK: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 10(B) (S) explain whether facts included in an argument are used for or against an issue;	SE: 11(B) (S) determine the facts in text and verify them through established methods;	SE: 11(B) (S) distinguish fact from opinion in a text and explain how to verify what is a fact;	SE: 13(B) (R) draw conclusions from the facts presented in text and support those assertions with textual evidence;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012 10B-2/73%	STAAR 2012	STAAR 2012 11B-1/71%	STAAR 2012 13B-1/66%
STAAR 2013 10B-2/46%	STAAR 2013	STAAR 2013 NT	STAAR 2013 13B-4/61%
<p>5 Which sentence from the article best supports the claim that Rezwani's boats have successfully addressed a problem in Bangladesh?</p> <p>A The purpose of the organization is to help the people of Bangladesh receive an education and also to bring technology and an improved quality of life to poor people in remote areas of the country.</p> <p>B In all, these boats help educate close to 90,000 families in Bangladesh.</p> <p>C Each boat was built to accommodate between 30 and 35 students.</p> <p>D Students study using solar lamps that are charged during the day at stations near the river.</p>			<p>19 When Crum learned that the customer was pleased with the batch of crispy fried potatoes, he most likely felt –</p> <p>A curious</p> <p>B thankful</p> <p>C surprised</p> <p>D bothered</p>
<p>46 Which evidence does Tyree give to support the claim that Nomad is a unique robot?</p> <p>F Nomad is equipped with a way to communicate with humans.</p> <p>G Nomad has the ability to differentiate between objects that appear identical.</p> <p>H Nomad needs to be assembled after reaching its destination.</p> <p>J Nomad is used to helping scientists do their work.</p>			<p>22 Which sentence from the selection best supports the idea that there have been many changes made to potato chips?</p> <p>F It was not long before people wanted potato chips without having to go to a restaurant to get them.</p> <p>G Over the years many more people began making and selling potato chips.</p> <p>H Bigger and better kinds of packages were designed, and different flavors of chips started appearing.</p> <p>J What an unusual history the potato chip has, from its accidental beginning in New York State to being perhaps the most popular snack food in the world.</p>

			<p>8 Which sentence best explains why Joubert was able to provide the care Jessica needed?</p> <p>F <i>He had nursed many orphaned animals back to health.</i></p> <p>G <i>He knew the baby hippo was very young and weak.</i></p> <p>H <i>He carried the 26-pound animal into his house and named her Jessica.</i></p> <p>J <i>He mixed egg yolks and cream and fed it to Jessica from a bottle.</i></p>
			<p>4 The reader can conclude that it is unusual for —</p> <p>F a hippo to live with humans</p> <p>G a hippo to appear on TV</p> <p>H mother hippos to have their babies in the water</p> <p>J people to fear large animals</p>

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Expository Text

TEK: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 13(B) (R) draw conclusions from the facts presented in text and support those assertions with textual evidence;	SE: 14(B) (R) locate the facts that are clearly stated in a text;	SE: 14(B) (R) identify important facts or details in text, heard or read;	SE: 10(B) (R) retell important facts in a text, heard or read;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012 13B-1/66%	STAAR 2012	STAAR 2012	STAAR 2012
STAAR 2013 13B-4/61%	STAAR 2013	STAAR 2013	STAAR 2013
<p>19 When Crum learned that the customer was pleased with the batch of crispy fried potatoes, he most likely felt –</p> <p>A curious</p> <p>B thankful</p> <p>C surprised</p> <p>D bothered</p>			
<p>22 Which sentence from the selection best supports the idea that there have been many changes made to potato chips?</p> <p>F It was not long before people wanted potato chips without having to go to a restaurant to get them.</p> <p>G Over the years many more people began making and selling potato chips.</p> <p>H Bigger and better kinds of packages were designed, and different flavors of chips started appearing.</p> <p>J What an unusual history the potato chip has, from its accidental beginning in New York State to being perhaps the most popular snack food in the world.</p>			

<p>8 Which sentence best explains why Joubert was able to provide the care Jessica needed?</p> <p>F <i>He had nursed many orphaned animals back to health.</i></p> <p>G <i>He knew the baby hippo was very young and weak.</i></p> <p>H <i>He carried the 26-pound animal into his house and named her Jessica.</i></p> <p>J <i>He mixed egg yolks and cream and fed it to Jessica from a bottle.</i></p>			
<p>4 The reader can conclude that it is unusual for —</p> <p>F a hippo to live with humans</p> <p>G a hippo to appear on TV</p> <p>H mother hippos to have their babies in the water</p> <p>J people to fear large animals</p>			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Expository Text

TEK: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 9 (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns;	SE: 9 (C) (R) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns;	SE: 9 (C) (R) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns;	SE: 9(C) (R) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			9C-2/84%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		9C-5/69%	9C-8/76%
		<p>4 The author organizes the article by –</p> <p>F describing the work of several young software experts</p> <p>G providing a chronological summary of Teevan’s career</p> <p>H reviewing the history of search engine technology</p> <p>J profiling Teevan’s current and future projects</p>	<p>2 Why does the author use sentence fragments to begin the article?</p> <p>F To make the reader believe that car travel is better than air travel</p> <p>G To frighten the reader by issuing warnings about air travel</p> <p>H To offer the reader a description of a foreign airport</p> <p>J To interest the reader by connecting with a common flight experience</p>
		<p>6 Why does the author end the article with a quotation?</p> <p>F To imply that Microsoft prefers to keep its research secret</p> <p>G To hint that Teevan is preparing to change careers</p> <p>H To interest the reader in following Teevan’s contributions</p> <p>J To show the reader that Microsoft employs many talented people</p>	<p>3 The author includes quotations from Gupta primarily to –</p> <p>A show how long it took Gupta to modify his airplane</p> <p>B describe the condition of the Indian airline industry</p> <p>C explain Gupta’s motivation for taking on the project</p> <p>D highlight the importance of training in airline safety</p>

		<p>27 In paragraph 1, the author mentions "guttural noises and complex intonations" in order to –</p> <p>A describe the difficulties of communicating during wartime</p> <p>B highlight an important victory during World War II</p> <p>C illustrate how frustrated the Japanese were in their attempts to break the code</p> <p>D give an idea of what the Navajo code sounded like</p>	<p>4 In which line does the author use figurative language to explain why people participate in the simulation?</p> <p>F <i>In a nod to a more innocent time, passengers are free to visit the pilots in the cockpit.</i></p> <p>G <i>Sill, for many passengers, the experience is mainly about letting dreams take wing.</i></p> <p>H <i>The perky attendant runs through various drills, ending with life-vest use.</i></p> <p>J <i>Because space is limited, the plane has been cut down to about two-thirds its normal length and is held in place by thick concrete pillars.</i></p>
		<p>28 Which of these best illustrates how much the general public knew about the Navajo code immediately following World War II?</p> <p>F <i>Its application in World War II as a clandestine system of communication was one of the twentieth century's best-kept secrets.</i></p> <p>G <i>A hand grenade was "potato," and plain old bombs were "eggs."</i></p> <p>H <i>That was the situation in 1942 when the Pentagon authorized one of the boldest gambits of the war.</i></p> <p>J <i>Each Talker was so valuable, he traveled everywhere with a personal bodyguard.</i></p>	<p>5 The first and last paragraphs offer which contradictory opinions?</p> <p>A Flying is no fun; flying is something to look forward to.</p> <p>B Oxygen masks are hard to use; airplane safety is important.</p> <p>C Airplane food tastes awful; passengers enjoy meals on airplanes.</p> <p>D Plastic deck chairs are ugly; the airplane cabin is pretty.</p>
		<p>25 The author begins and ends the selection with references to successful battles in order to –</p> <p>A remind readers of the human toll caused by war</p> <p>B indicate that the war would have been lost without the Code Talkers</p> <p>C emphasize the Code Talkers' contribution to the war effort</p> <p>D examine the strengths and weaknesses of different military strategies</p>	<p>15 Why does the author include details about the "scissors" style of high jumping?</p> <p>A To help the reader visualize the Fosbury Flop</p> <p>B To demonstrate that track-and-field competitors like to use descriptive terminology</p> <p>C To emphasize that the high jump can be dangerous for young athletes</p> <p>D To describe a technique that was common before the Fosbury Flop</p>
			<p>16 What can the reader conclude from paragraph 5?</p> <p>F When Fosbury competed at the 1968 Olympics, he was the center of attention.</p> <p>G Olympic spectators are more interested in high jumpers than in marathon runners.</p> <p>H Fosbury didn't face much competition at the 1968 Olympics.</p> <p>J The Olympics used to produce more record-setting performances.</p>
			<p>19 The author organizes the selection by –</p> <p>A discussing only Fosbury's successes in high jumping</p> <p>B showing what Fosbury's coaches taught him</p> <p>C presenting a chronological account of Fosbury's high jumping career</p> <p>D comparing Fosbury's life to the lives of other track-and-field athletes</p>
			<p>20 The author ends the selection with information about Fosbury's later life in order to show –</p> <p>F what an athlete can expect when he or she gets older</p> <p>G Fosbury's continued commitment to the sport and the honors he has received</p> <p>H an example of what it takes to be elected to the United States Olympic Hall of Fame</p> <p>J why it is important for famous athletes to serve as role models for others</p>

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Expository Text

TEK: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 9(C) (R) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns;	SE: 10(C) (R) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns;	SE: 10(C) (R) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text;	SE: 10(C) (R) explain how different organizational patterns (e.g., proposition and-support, problem and-solution) develop the main idea and the author’s viewpoint;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
			Persuasive Writing: Cell Phone Usage
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
			Focus on persuasive organizational patterns: proposition and support & problem and solution. Cumulative repetition of all other text structures: cause/ effect, compare/ contrast, sequential order, logical order, classification schemes.
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			Persuasive language, explicit, implicit
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
9C-2/84%	10C-5/63%	10C-2/53%	10C-4/66%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
9C-8/76%	10C-3/70%	10C-2/52%	10C-3/72%
<p>2 Why does the author use sentence fragments to begin the article?</p> <p>F To make the reader believe that car travel is better than air travel</p> <p>G To frighten the reader by issuing warnings about air travel</p> <p>H To offer the reader a description of a foreign airport</p> <p>J To interest the reader by connecting with a common flight experience</p>	<p>20 By presenting the ideas included in paragraphs 1 through 3, the author is able to –</p> <p>F explain why students join marching bands in Texas</p> <p>G describe the equipment required by Texas marching bands</p> <p>H emphasize that marching bands in Texas are a common sight</p> <p>J identify the most popular instruments in Texas marching bands</p>	<p>4 The author organizes this selection by –</p> <p>F identifying the reasons for building the bridge and showing how people benefited from it</p> <p>G comparing building the bridge to flying a kite</p> <p>H stating a problem related to building the bridge and explaining how it was solved</p> <p>J listing all the people involved in building the bridge and describing their contributions</p>	<p>2 The organization of paragraphs 2 through 4 contributes to the author’s main idea by –</p> <p>F describing school boats from their flat bottoms to their waterproof roofs</p> <p>G explaining how school boats came to be</p> <p>H comparing school boats with other types of boats</p> <p>J highlighting the effects school boats have had on people</p>
<p>3 The author includes quotations from Gupta primarily to –</p> <p>A show how long it took Gupta to modify his airplane</p> <p>B describe the condition of the Indian airline industry</p> <p>C explain Gupta’s motivation for taking on the project</p> <p>D highlight the importance of training in airline safety</p>	<p>23 Which of these supports the idea that band members form strong bonds with one another?</p> <p>A “We always called ourselves ‘band nerds.’ I don’t think it’s derogatory or anything. It doesn’t bother me one bit.”</p> <p>B “It’s like camaraderie,” Harwell said. “For four years, it’s your family.”</p> <p>C “In some places, being in the band is not the in thing; it’s not cool. It’s cool to be in the band in Sundown,” he said.</p> <p>D “You have your preps, your jocks and your band nerds,” said Jolynn Harwell, 24, who played clarinet and served as drum major for two years at Stephenville High School.</p>	<p>34 The author organizes the selection by –</p> <p>F comparing the Sweethearts with other swing bands of the time</p> <p>G describing the Sweethearts’ experience of traveling throughout the country</p> <p>H detailing the major accomplishments of the Sweethearts</p> <p>J relating the history of the Sweethearts in chronological order</p>	<p>18 The author organizes paragraphs 2 through 7 by –</p> <p>F presenting events that led to the rediscovery of the yellow-spotted bell frog</p> <p>G showing the reasons people thought yellow-spotted bell frogs were extinct</p> <p>H comparing the disappearance of yellow-spotted bell frogs to that of other species</p> <p>J illustrating the attempts to increase the numbers of yellow-spotted bell frogs</p>

<p>4 In which line does the author use figurative language to explain why people participate in the simulation?</p> <p>F <i>In a nod to a more innocent time, passengers are free to visit the pilots in the cockpit.</i></p> <p>G <i>Skill, for many passengers, the experience is mainly about letting dreams take wing.</i></p> <p>H <i>The perky attendant runs through various drills, ending with life-vest use.</i></p> <p>J <i>Because space is limited, the plane has been cut down to about two-thirds its normal length and is held in place by thick concrete pillars.</i></p>	<p>48 The reader can conclude that the spies who made up the Culper Ring —</p> <p>F were each assigned a specific job</p> <p>G all fought in the Continental army</p> <p>H all came from Culpeper County in Virginia</p> <p>J were the first to use lemon juice for secret messages</p>		<p>42 The author structures paragraphs 9 and 10 so that they —</p> <p>F show that Nomad has been searching for meteorites for a long time</p> <p>G explain the changes that were made to Nomad before it could be used at the South Pole</p> <p>H report early successes Nomad had while meteorite hunting in South America</p> <p>J emphasize the difficulties Nomad might encounter while being used in Antarctica</p>
<p>5 The first and last paragraphs offer which contradictory opinions?</p> <p>A Flying is no fun; flying is something to look forward to.</p> <p>B Oxygen masks are hard to use; airplane safety is important.</p> <p>C Airplane food tastes awful; passengers enjoy meals on airplanes.</p> <p>D Plastic deck chairs are ugly; the airplane cabin is pretty.</p>			
<p>15 Why does the author include details about the "scissors" style of high jumping?</p> <p>A To help the reader visualize the Fosbury Flop</p> <p>B To demonstrate that track-and-field competitors like to use descriptive terminology</p> <p>C To emphasize that the high jump can be dangerous for young athletes</p> <p>D To describe a technique that was common before the Fosbury Flop</p>			
<p>16 What can the reader conclude from paragraph 5?</p> <p>F When Fosbury competed at the 1968 Olympics, he was the center of attention.</p> <p>G Olympic spectators are more interested in high jumpers than in marathon runners.</p> <p>H Fosbury didn't face much competition at the 1968 Olympics.</p> <p>J The Olympics used to produce more record-setting performances.</p>			
<p>19 The author organizes the selection by —</p> <p>A discussing only Fosbury's successes in high jumping</p> <p>B showing what Fosbury's coaches taught him</p> <p>C presenting a chronological account of Fosbury's high jumping career</p> <p>D comparing Fosbury's life to the lives of other track-and-field athletes</p>			
<p>20 The author ends the selection with information about Fosbury's later life in order to show —</p> <p>F what an athlete can expect when he or she gets older</p> <p>G Fosbury's continued commitment to the sport and the honors he has received</p> <p>H an example of what it takes to be elected to the United States Olympic Hall of Fame</p> <p>J why it is important for famous athletes to serve as role models for others</p>			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Expository Text

TEK: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 10(C) (R) explain how different organizational patterns (e.g., proposition and-support, problem and-solution) develop the main idea and the author’s viewpoint;	SE: 11(C) (R)analyze how the organizational pattern of a text (e.g., cause and-effect, compare-and contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;	SE: 11(C) (R)describe explicit and implicit relationships among ideas in texts organized by cause and- effect, sequence, or comparison;	SE: 13(C) (R)identify explicit cause and effect relationships among ideas in texts;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Persuasive Writing: Cell Phone Usage		We introduce different text structures and have students describe the relationships in the text as sequence, cause & effect, or comparison. We ask students what author’s purpose was- to tell you or sequence events in order, compare things, or tell you what happened and why an event happened.	Have students come up with cause & effect statements. Students finish a cause & effect statement. New Idea: have students complete a cause & effect statement by giving them one part (cause or effect) and a story to show text evidence to finish statement.
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Focus on persuasive organizational patterns: proposition and support & problem and solution. Cumulative repetition of all other text structures: cause/ effect, compare/ contrast, sequential order, logical order, classification schemes.		Give lots of examples of various text structures. Text evidence is a must! Make sure students understand explicit & implicit (inference) and synonyms.	Explicit- only stated cause & effect 4 th grade does implicit cause & effect, 3 rd only needs to do explicit cause & effect (text evidence)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Persuasive language, explicit, implicit		Explicit, implicit, evidence, inference, text structure, sequence, cause & effect, compare	Explicit
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
10C-4/66%	11C-2/53%	11C-4/58%	13C-3/66%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
10C-3/72%	11C-1/59%	11C-2/64%	13C-3/71%
<p>2 The organization of paragraphs 2 through 4 contributes to the author's main idea by –</p> <p>F describing school boats from their flat bottoms to their waterproof roofs</p> <p>G explaining how school boats came to be</p> <p>H comparing school boats with other types of boats</p> <p>J highlighting the effects school boats have had on people</p>	<p>14 By organizing paragraph 3 sequentially, the author is able to –</p> <p>F compare how different types of LEGO pieces are made</p> <p>G explain the method for making LEGO bricks</p> <p>H show how LEGO is able to make toys so quickly</p> <p>J list the reasons why making LEGO bricks is simple</p>	<p>6 Harry Burt put his ice-cream treat on a stick –</p> <p>F to keep the ice cream from melting</p> <p>G so that less chocolate would be needed</p> <p>H so that it could be sold as a lollipop</p> <p>J to make eating the treat easier</p>	<p>3 Look at the diagram below.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">CAUSE</p> <p style="text-align: center;">Joubert had worked with animals in the past.</p> <p style="text-align: center;">→</p> <p style="text-align: center;">EFFECT</p> </div> <p>Which sentence best completes the diagram?</p> <p>A Joubert encouraged Jessica to play with his dogs.</p> <p>B Joubert discovered where in the river Jessica was born.</p> <p>C Joubert knew how to make the milk Jessica needed.</p> <p>D Joubert told Jessica's fans about her on a website.</p>

<p>18 The author organizes paragraphs 2 through 7 by —</p> <p>F presenting events that led to the rediscovery of the yellow-spotted bell frog</p> <p>G showing the reasons people thought yellow-spotted bell frogs were extinct</p> <p>H comparing the disappearance of yellow-spotted bell frogs to that of other species</p> <p>J illustrating the attempts to increase the numbers of yellow-spotted bell frogs</p>		<p>7 The author organizes this article by —</p> <p>A describing how frozen treats have changed over time</p> <p>B explaining how the ice-cream maker was invented</p> <p>C listing the steps for making ice-cream bars</p> <p>D comparing the different ideas people have about ice cream</p>	<p>18 William Tappenden started making potato chips at home and selling them to grocery stores because he knew that —</p> <p>F people would like to buy chips without having to go to a restaurant</p> <p>G people liked fried potatoes but wished they could be sliced thinner</p> <p>H people could get chips only if they made them from their own potatoes</p> <p>J people were tired of buying chips that never stayed fresh and crispy</p>			
<p>42 The author structures paragraphs 9 and 10 so that they —</p> <p>F show that Nomad has been searching for meteorites for a long time</p> <p>G explain the changes that were made to Nomad before it could be used at the South Pole</p> <p>H report early successes Nomad had while meteorite hunting in South America</p> <p>J emphasize the difficulties Nomad might encounter while being used in Antarctica</p>			<p>27 Read the diagram.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 60%; text-align: center;">Cause A customer complains a second time about his fried potatoes.</td> <td style="border: none; text-align: center; padding: 0 10px;">→</td> <td style="border: 1px solid black; padding: 5px; width: 40%; text-align: center;">Effect</td> </tr> </table> </div> <p>Which sentence best completes the diagram?</p> <p>A Crum sends the thick potatoes back to the customer.</p> <p>B Crum tries to please the customer.</p> <p>C Crum fries very thin potato slices until they are crisp.</p> <p>D Crum apologizes to the customer.</p>	Cause A customer complains a second time about his fried potatoes.	→	Effect
Cause A customer complains a second time about his fried potatoes.	→	Effect				

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Expository Text

TEK: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 13(C) (R) identify explicit cause and effect relationships among ideas in texts;	SE: 14(C) (R) describe the order of events or ideas in a text;	SE: 14(C) (R) retell the order of events in a text by referring to the words and/or illustrations;	SE: 10(C) (S) discuss the ways authors group information in text;
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Have students come up with cause & effect statements. Students finish a cause & effect statement. New Idea: have students complete a cause & effect statement by giving them one part (cause or effect) and a story to show text evidence to finish statement.			
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Explicit- only stated cause & effect 4 th grade does implicit cause & effect, 3 rd only needs to do explicit cause & effect (text evidence)			
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Explicit			
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
13C-3/66%			
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
13C-3/71%			
<p>3 Look at the diagram below.</p> <div style="display: flex; align-items: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;"> <p style="text-align: center; margin: 0;">CAUSE</p> <p style="margin: 0;">Joubert had worked with animals in the past.</p> </div> <div style="font-size: 2em; margin-right: 10px;">→</div> <div style="border: 1px solid black; padding: 5px; margin-left: 10px;"> <p style="text-align: center; margin: 0;">EFFECT</p> </div> </div> <p>Which sentence best completes the diagram?</p> <p>A Joubert encouraged Jessica to play with his dogs.</p> <p>B Joubert discovered where in the river Jessica was born.</p> <p>C Joubert knew how to make the milk Jessica needed.</p> <p>D Joubert told Jessica's fans about her on a website.</p>			
<p>18 William Tappenden started making potato chips at home and selling them to grocery stores because he knew that –</p> <p>F people would like to buy chips without having to go to a restaurant</p> <p>G people liked fried potatoes but wished they could be sliced thinner</p> <p>H people could get chips only if they made them from their own potatoes</p> <p>J people were tired of buying chips that never stayed fresh and crispy</p>			

27 Read the diagram.



Which sentence best completes the diagram?

- A Crum sends the thick potatoes back to the customer.
- B Crum tries to please the customer.
- C Crum fries very thin potato slices until they are crisp.
- D Crum apologizes to the customer.

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Expository Text (5th – K)

TEK: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

5 th Grade	4 th Grade	3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 11(D) (R)use multiple text features and graphics to gain an overview of the contents of text and to locate information;	SE: SE: 11(D) (R) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.	SE: 13(D) (R) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.;	SE: 14(D) (S) use text features (e.g., tables of contents, index, headings) to locate specific information in text.;	SE: 14(D) (R)use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.	SE: 10(D) (R) use titles and illustrations to make predictions about text.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012 11D-2/65%	STAAR 2012 11D-1/63%	STAAR 2012 13D-1/76%	STAAR 2012	STAAR 2012	STAAR 2012
STAAR 2013 11D-2/61%	STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
11 In which section of the selection could the reader find information about adults using LEGO products? A The introductory paragraph B Making LEGO Bricks C Building with LEGO Sets D Becoming a LEGO Professional					
42 Which part of the article best helps readers visualize what they would experience at the museum? F The heading at the top of the article G The photographs and captions H The last paragraph of the article J The boxed information at the end of the article					

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Expository Text

TEK: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 9(D) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	SE: 9(D) (S) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	SE: 9(D) (S) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	SE: 9(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	
Vocabulary	Vocabulary	Vocabulary	
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Expository Text

TEK: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 9(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	SE: 10(D) (R) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.	SE: 10(D) (R) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.	SE: 10(D) (R) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
	10D-2/66%	10D-4/68%	10D-2/72%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
	10D-3/70%	10D-3/83%	10D-1/70%
	<p>27 With which statement would the author most likely agree?</p> <p>A More band members should pursue careers in music.</p> <p>B It is possible for a school of any size to have a successful band program.</p> <p>C Band camps would be more effective if they didn't occur during the summer.</p> <p>D Large schools should consider including middle school students in marching band.</p>	<p>2 According to the information in “Consider This,” how is a spider weaving a web similar to Homan Walsh flying the kite?</p> <p>F Both depend on the wind for success.</p> <p>G Both rely on others to complete their task.</p> <p>H Both create something that is useful to others.</p> <p>J Both experience failure in the beginning stages of their work.</p>	<p>45 The reader can conclude that conditions in Antarctica make it important for both Nomad and the researchers to –</p> <p>A search for buried meteorites</p> <p>B stay inside heated tents</p> <p>C look for ordinary rocks</p> <p>D be prepared for the climate</p>
	<p>46 What can the reader conclude about the author's opinion of Washington's strategy for information-gathering?</p> <p>F The author thinks Washington should have been more selective in choosing the Culper Ring.</p> <p>G The author admires Washington's resourcefulness.</p> <p>H The author believes that Washington should have been more careful about sending messages.</p> <p>J The author believes that Washington's patience helped him perfect his methods.</p>	<p>8 Which idea do both the selection and “Consider This” emphasize?</p> <p>F Individual steps are not as important as results.</p> <p>G A system of processes is required in construction.</p> <p>H Practice is essential for developing design skills.</p> <p>J Engineers must be patient in order to be successful.</p>	

	<p>47 Which statement from the article describes a positive result of Washington's military strategy?</p> <p>A <i>And in November 1780, based on information from Woodhull, Major Talmadge led a successful raid on Fort St. George on Long Island.</i></p> <p>B <i>He regularly used such tricks as secret agents, double agents, and codes.</i></p> <p>C <i>The Culper Ring operated for six years in and around New York City.</i></p> <p>D <i>Sometimes the spies wrote their secret messages between the lines of a letter to a friend or business partner.</i></p>	<p>37 Becoming a full-time traveling band helped the Sweethearts by —</p> <p>A increasing their popularity</p> <p>B enabling them to recruit new members</p> <p>C allowing them to earn money for school</p> <p>D providing them with opportunities to listen to all-male bands</p>	
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English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Expository Text

TEK: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 10(D) (R) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	SE: 11(E) (R) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	SE:	SE:	SE:	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012 10D-2/72%	STAAR 2012 11E-1/93%	STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
STAAR 2013 10D-1/70%	STAAR 2013 11E-3/64%	STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
45 The reader can conclude that conditions in Antarctica make it important for both Nomad and the researchers to – A search for buried meteorites B stay inside heated tents C look for ordinary rocks D be prepared for the climate	9 By the end of the selection, what can the reader conclude about LEGO products? A LEGO products are more popular with adults than with children. B LEGO products are not as popular outside the United States. C LEGO has designed its products to appeal to people of all ages. D LEGO has created theme parks and video games to replace its original products.					
	16 Which statement best explains the appeal of LEGO products over the years? F People appreciate visiting theme parks where LEGO models are displayed. G People enjoy toys that allow them to be creative in many ways. H Toys made from plastic are lighter than those made from other materials. J LEGO is able to produce the plastic bricks quickly.					

	<p>40 What do You: The Exhibit and the McGovern 4D Theater have in common?</p> <p>F They both use special effects.</p> <p>G They are both new exhibits at the museum.</p> <p>H They both demonstrate how the body repairs itself.</p> <p>J They both feature items in display cases.</p>					
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English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational/Persuasive Text

TEK: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 10(A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims to text;	SE: 10(A) evaluate how the author’s purpose and stated or perceived audience affect the tone of persuasive texts;	SE: 10(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments;	SE: 10(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			10A-2/81% 10 K&S; 1/62% Dual w/ fig19B
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
			NT

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational/Persuasive Text

TEK: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 10(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience;	SE: 11(A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents;	SE: 11(A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument;	SE: 11(A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
10A-2/81% 10 K&S; 1/62% Dual w/ fig19B			
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational/Persuasive Text

TEK: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 10(B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.	SE: 10(B) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations;	SE: 10(B) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.	SE: 10(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	
Vocabulary	Vocabulary	Vocabulary	
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational/Persuasive Text

TEK: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade	5 th Grade
SE: 10(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.	SE: 11(B) analyze the use of rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts;	SE: 11(B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.	SE: 11(B) identify simply faulty reasoning used in persuasive texts.	SE: 12(B) recognize exaggerated, contradictory, or misleading statements in text.
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
STAAR 2013	STAAR 2013 11B-1/65% 11 K&S; 2/65%	STAAR 2013	STAAR 2013	STAAR 2013
	<p>30 The author uses the questions in paragraph 4 to –</p> <p>F suggest that her opinions were not accepted by others</p> <p>G prove that maturity has enhanced her ability to write</p> <p>H show that there are benefits to being able to speak two languages</p> <p>J explain how false assumptions kept her from pursuing her interest in writing</p>			
	<p>29 How does the author organize paragraphs 8 through 10?</p> <p>A By listing common practices used by writers</p> <p>B By comparing strategies writers use to develop their ideas</p> <p>C By stating reasons writers avoid trying different techniques</p> <p>D By identifying problems writers encounter while revising their work</p>			

31 Which sentence from the letter best supports the author's claim that reading helps writers develop their skills?

A *Without practice, you will never learn to hear and sing your own unique song.*

B *Revising is now one of my favorite parts of being a writer, though I didn't always feel that way.*

C *We're curious to see what others are doing with words, but—what is more important—we like what happens to us when we open a book, how we journey into the pages.*

D *In the last twenty years, I've spent more and more time writing my own books for children and adults.*

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Procedural Text

TEK: Students understand how to glean and use information in procedural texts and documents. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 11(A) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text;	SE: 11(A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts);	SE: 11(A) (S) evaluate text for the clarity of its graphics and its visual appeal;	SE: 11(A) (S) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			NT
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		11A-1/68%	11A-1/81%
		<p>30 From information included in the table from the <i>Navajo Code Talkers’ Dictionary</i>, the reader can learn –</p> <ul style="list-style-type: none"> F how the Code Talkers used Navajo words for military terms G the origins of some English words H the literal translations of several Navajo words J that some Navajo words have their origins in English 	<p>21 The primary purpose of the series of drawings is to help the reader –</p> <ul style="list-style-type: none"> A attempt the Fosbury Flop in competition B determine the height that can be attained with the Fosbury Flop C see that the Fosbury Flop is effective for female as well as male athletes D understand how the Fosbury Flop is executed

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Procedural Text

TEK: Students understand how to glean and use information in procedural texts and documents. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 11(A) (S) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications);	SE: 12(A) analyze text for missing or extraneous information in multi-step directions or legends for diagrams;	SE: 12(A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures;	SE: 12(A) follow multi-tasked instructions to complete a task, solve a problem, or perform procedures;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
			Follow instructions on board games to learn how to play. Science and math integration – multi-step operations, necessary and unnecessary information. Opening routine for class.
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
			Use STAAR release math problems for application
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
NT			
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
11A-1/81%		12 K&S; 1/73% Dual w/Fig 19D	
<p>21 The primary purpose of the series of drawings is to help the reader –</p> <ul style="list-style-type: none"> A attempt the Fosbury Flop in competition B determine the height that can be attained with the Fosbury Flop C see that the Fosbury Flop is effective for female as well as male athletes D understand how the Fosbury Flop is executed 		<p>6 According to the information in “Consider This,” when does a spider construct most of its web?</p> <ul style="list-style-type: none"> F When the first thread is blown by the wind G Before attaching a thread to a surface H After reinforcing the first thread J When the wind stops blowing the threads 	

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Procedural Text

TEK: Students understand how to glean and use information in procedural texts and documents. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 12(A) follow multi-tasked instructions to complete a task, solve a problem, or perform procedures;	SE: 13(A) (S)interpret details from procedural text to complete a task, solve a problem, or perform procedures;	SE: 13(A) (S) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe);	SE: 15(A) follow and explain a set of written multi-step directions;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Follow instructions on board games to learn how to play. Science and math integration – multi-step operations, necessary and unnecessary information. Opening routine for class.	Staircase to Success Lesson along with- begin with a bang/ great beginnings -end with a bang/ great endings - blue printing -webbing -brainstorming		Scavenger hunt, use a non- example. Read the directions carefully- write your name on paper activity
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Use STAAR release math problems for application			Follow directions <u>and explain</u> directions.
Vocabulary	Vocabulary	Vocabulary	Vocabulary
	Thesis, controlling idea		
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		13 K&S; 2/65% Dual w/ Fig 19D	
		<p>3 Which of these best supports the title of the article?</p> <p>A The table next to paragraph 4</p> <p>B The photograph after paragraph 5</p> <p>C The bar graph next to paragraph 8</p> <p>D The recipe after paragraph 8</p>	
		<p>4 What is the most likely reason that the recipe was included with the article?</p> <p>F To indicate that most people make ice cream at home</p> <p>G To explain the process for using an ice-cream machine</p> <p>H To provide instructions for making ice cream</p> <p>J To show how people first made ice cream</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Procedural Text

TEK: Students understand how to glean and use information in procedural texts and documents. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 15(A) follow and explain a set of written multi-step directions;	SE: 15(A) (S) follow written multi-step directions;	SE: 15(A) (S) follow written multistep directions with picture cues to assist with understanding;	SE: 11(A) (S) follow pictorial directions (e.g., recipes, science experiments);
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Scavenger hunt, use a non- example. Read the directions carefully- write your name on paper activity			
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Follow directions <u>and explain</u> directions.			
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Procedural Text

TEK: Students understand how to glean and use information in procedural texts and documents. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 11(B) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.	SE: 11(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	SE: 11(B) (S) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).	SE: 11(B) (S) analyze factual, quantitative, or technical data presented in multiple graphical sources.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012 11B-2/49%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013 11B-1/63%
			<p>7 What is the primary purpose of the map?</p> <p>A To help the reader identify the selection’s setting</p> <p>B To show which countries border India</p> <p>C To illustrate the distance between New Delhi and Mumbai</p> <p>D To allow the reader to visualize the selection’s details</p>

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Procedural Text

TEK: Students understand how to glean and use information in procedural texts and documents. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 11(B) (S) analyze factual, quantitative, or technical data presented in multiple graphical sources.	SE: 12(B) (S) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.	SE: 12(B) explain the function of the graphical components of a text.	SE: 12(B) (S) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Staircase to Success Lesson along with- begin with a bang/ great beginnings -end with a bang/ great endings - blue printing -webbing -brainstorming
			Rationale (clarification of TEKS/SE)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			Thesis controlling idea
			Staircase to Success Lesson along with- begin with a bang/ great beginnings -end with a bang/ great endings - blue printing -webbing -brainstorming
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
11B-2/49%	12B-1/53%	12B-2/81%	12B-1/46%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
11B-1/63%	12B-1/67%	12B-1/81%	NT
<p>7 What is the primary purpose of the map?</p> <p>A To help the reader identify the selection’s setting</p> <p>B To show which countries border India</p> <p>C To illustrate the distance between New Delhi and Mumbai</p> <p>D To allow the reader to visualize the selection’s details</p>	<p>51 In “Give It a Try!,” how are Steps 3 and 6 similar?</p> <p>A Both reveal the content of the message.</p> <p>B Both contain suggestions for producing a successful message.</p> <p>C Both identify the tool used to write the message.</p> <p>D Both explain how to read the message.</p>	<p>9 In “Consider This,” how do the two photographs differ from the three drawings?</p> <p>A The photographs demonstrate the multiple steps involved in completing two projects, while the drawings detail one step of a project.</p> <p>B The photographs indicate who designed two projects, while the drawings do not.</p> <p>C The photographs highlight the materials used in constructing two projects, while the drawings do not.</p> <p>D The photographs show the two finished projects, while the drawings focus on a construction process.</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Procedural Text

TEK: Students understand how to glean and use information in procedural texts and documents. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 12(B) (S) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	SE: 13(B) (S) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	SE: 13(B) (S) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	SE: 15(B) (S) locate and use specific information in graphic features of text.
Staircase to Success Lesson along with- begin with a bang/ great beginnings -end with a bang/ great endings - blueprinting -webbing -brainstorming	Staircase to Success Lesson along with- begin with a bang/ great beginnings -end with a bang/ great endings - blueprinting -webbing -brainstorming	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)		Time Magazine graphics- read articles and use graphics. Have students dissect different forms of maps, charts, graphs etc.. Use social studies/ math to tie in graphics
		Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary		Why does the author include this graphic? <u>Locate and use</u> Create your own graphic to go with the text.
Thesis controlling idea	Thesis controlling idea	Vocabulary	Vocabulary
Staircase to Success Lesson along with- begin with a bang/ great beginnings -end with a bang/ great endings - blueprinting -webbing -brainstorming	Staircase to Success Lesson along with- begin with a bang/ great beginnings -end with a bang/ great endings - blueprinting -webbing -brainstorming		
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
12B-1/46%	NT	13B-1/58%	NT
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
NT	13B-2/62%	NT	15B-2/58%

	<p>17 What information can the reader learn about Nathan Sawaya and Sean Kenney from the chart below paragraph 7?</p> <p>A How their art can be purchased</p> <p>B What they have created using LEGO pieces</p> <p>C Where their art can be viewed</p> <p>D Why they enjoy working with LEGO pieces</p>		<p>23 What can the reader conclude from the information after Step 5 of the recipe?</p> <p>A Fresh-baked potato chips are tastier than those bought at a store.</p> <p>B An adult is needed to add extra seasonings to the potato chips.</p> <p>C Adding ingredients to the potato chips increases the baking time.</p> <p>D The taste of the potato chips can be easily changed.</p>
	<p>46 Why is the boxed information at the end of the article included?</p> <p>F To describe some of the many exhibits at the museum</p> <p>G To share information about the history of the museum</p> <p>H To show that the museum welcomes people of all ages</p> <p>J To provide details a museum visitor would need to know</p>		<p>26 According to the directions in the recipe, which step requires assistance?</p> <p>F Step 1</p> <p>G Step 2</p> <p>H Step 3</p> <p>J Step 4</p>

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Comprehension of Informational Text/Procedural Text

TEK: Students understand how to glean and use information in procedural texts and documents. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 15(B) (S) locate and use specific information in graphic features of text.	SE: 15(B) (S) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).	SE: 15(B) (S) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).	SE: 11(B) (S) identify the meaning of specific signs (e.g., traffic signs, warning signs).
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Time Magazine graphics- read articles and use graphics. Have students dissect different forms of maps, charts, graphs etc.. Use social studies/ math to tie in graphics			
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Why does the author include this graphic? <u>Locate and use</u> Create your own graphic to go with the text.			
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
NT			
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
15B-2/58%			
23 What can the reader conclude from the information after Step 5 of the recipe? A Fresh-baked potato chips are tastier than those bought at a store. B An adult is needed to add extra seasonings to the potato chips. C Adding ingredients to the potato chips increases the baking time. D The taste of the potato chips can be easily changed.			
26 According to the directions in the recipe, which step requires assistance? F Step 1 G Step 2 H Step 3 J Step 4			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Media Literacy

TEK: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 12(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	SE: 12(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	SE: 12(A) (S) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	SE: 12(A) (S) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			NT
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		12A-2/76%	12 K&S; 1/36% dual w/Fig 19B
		<p>3 An image of the Bing home page is included primarily to –</p> <p>A call attention to some of Teevan’s work at Microsoft</p> <p>B explain why Teevan was named a 2009 Young Innovator</p> <p>C direct the reader to the best place to learn more about Teevan</p> <p>D illustrate the size and complexity of the Internet</p>	<p>13 The books recommended on the website all relate to which aspect of “The Dinner Party”?</p> <p>A Its symbolism</p> <p>B Its story line</p> <p>C Its characters</p> <p>D Its setting</p>
		<p>31 What is one purpose of the caption accompanying the photograph of the Code Talkers?</p> <p>A It details how the Navajo code was developed.</p> <p>B It offers a brief history of the Code Talkers.</p> <p>C It demonstrates why the Japanese were unable to break the code.</p> <p>D It underscores the unique characteristics of the Navajo language.</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Media Literacy

TEK: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 12(A) (S) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;	SE: 13(A) (S) evaluate the role of media in focusing attention on events and informing opinion on issues;	SE: 13(A) (S) interpret both explicit and implicit messages in various forms of media;	SE: 13(A) (S) explain messages conveyed in various forms of media;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
NT		NT	13A-1/49% 13 K&S; 1/91% Dual w/Fig 19D
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
12 K&S; 1/36% dual w/Fig 19B		13 K&S; 1/69% Dual w/Fig19D	13A-1/81% 13 K&S; 1/70% dual w/Fig 19D
13 The books recommended on the website all relate to which aspect of “The Dinner Party”?		3 The image below paragraph 1 is included in the selection most likely to –	7 The message conveyed by the photographs is that –
A Its symbolism B Its story line C Its characters D Its setting		A highlight the distance that the kite had to fly in order to cross the river B show where the ferry transported Walsh C explain how Walsh developed his plan for flying his kite across the river D show why engineers chose this location for a bridge	A students are engaged in learning on school boats B each school boat needs many workers to manage it C the school boats float down the river to pick up students D the school boats can be used in both sunny and rainy weather
			48 The photograph after paragraph 17 helps readers – F understand how Nomad is controlled G see the process Nomad uses to locate meteorites H gain perspective about Nomad’s size J see how Nomad was programmed to relay information

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Media Literacy

TEK: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 13(A) (S) explain messages conveyed in various forms of media;	SE: 14(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);	SE: 14(A) (S) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;	SE: 16(A) (S) understand how communication changes when moving from one genre of media to another;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012 13A-1/49% 13 K&S; 1/91% Dual w/ Fig 19D	STAAR 2012 14 K&S; 2/63% Dual w/ Fig 19D	STAAR 2012 NT	STAAR 2012 16 K&S; 2/58% dual w/ Fig 19D
STAAR 2013 13A-1/81% 13 K&S; 1/70% dual w/ Fig 19D	STAAR 2013 NT	STAAR 2013 14 K&S; 2/67% dual w/ Fig 19D	STAAR 2013 16 K&S; 1/46% Dual w/ Fig 19D
7 The message conveyed by the photographs is that – A students are engaged in learning on school boats B each school boat needs many workers to manage it C the school boats float down the river to pick up students D the school boats can be used in both sunny and rainy weather		5 The photograph of people around the ice-cream maker suggests that – A it takes several hours to make ice cream with such a machine B making ice cream can be a family activity C the process of making ice cream has not changed for hundreds of years D using such a machine is difficult	5 The photograph best supports which idea from the selection? A Jessica was on a special diet when she was a baby. B Jessica sometimes seeks the company of other hippos. C Jessica's story has made her famous around the world. D Jessica's size makes keeping her as a pet difficult.

48 The photograph after paragraph 17 helps readers —

- F understand how Nomad is controlled
- G see the process Nomad uses to locate meteorites
- H gain perspective about Nomad's size
- J see how Nomad was programmed to relay information

32 The photograph is included with the selection most likely to —

- F show how many arms an octopus has
- G demonstrate how an octopus puts shell halves together
- H show why octopuses need to hide from enemies
- J illustrate how an octopus can fit inside a coconut shell

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Media Literacy

TEK: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 16(A) (S) understand how communication changes when moving from one genre of media to another;	SE: 16(A) (S) recognize different purposes of media (e.g., informational, entertainment);	SE: 16(A) (S) recognize different purposes of media (e.g., to inform, to entertain) (with adult assistance);	SE: 12(A) (S) identify different forms of media (e.g., advertisements, newspapers, radio programs) (with adult assistance);
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
16 K&S; 2/58% Dual w/Fig19D			
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
16 K&S; 1/46% Dual w/Fig19D			
<p>5 The photograph best supports which idea from the selection?</p> <p>A Jessica was on a special diet when she was a baby.</p> <p>B Jessica sometimes seeks the company of other hippos.</p> <p>C Jessica's story has made her famous around the world.</p> <p>D Jessica's size makes keeping her as a pet difficult.</p>			

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Media Literacy

TEK: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 12(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	SE: 12(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	SE: 12(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	SE: 12(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Media Literacy

TEK: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 12(B)analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	SE: 13(B)interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;	SE: 13(B)interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;	SE: 13(C) critique persuasive techniques (e.g., testimonials, bandwagon, appeal) used in media messages;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Media Literacy

TEK: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 13(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages;	SE: 14(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);	SE: 14(B) explain how various design techniques used in media influence the message (e.g., pacing, closeups, sound effects);	SE: 16(B) (S)explain how various design techniques used in media influence the message (e.g., shape, color, sound);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Media Literacy

TEK: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 16(B) (S) explain how various design techniques used in media influence the message (e.g., shape, color, sound);	SE: 16(B) (S) describe techniques used to create media messages (e.g., sound, graphics);	SE: 16(B) (S) identify techniques used in media (e.g., sound, movement).	SE: 12(B) (S) identify techniques used in media (e.g., sound, movement) (with adult assistance).
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Media Literacy

TEK: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 12(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose;	SE: 12(C) evaluate the objectivity of coverage of the same event in various types of media;	SE: 12(C) examine how individual perception or bias in coverage of the same event influences the audience;	SE: 12(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			NT
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		NT	NT

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Media Literacy

TEK: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 12(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet);	SE: 13(C) (S)evaluate various techniques used to create a point of view in media and the impact on audience;	SE: 13(C) (S) evaluate various ways media influences and informs audiences;	SE: 13(B) recognize how various techniques influence viewers' emotions;
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
NT	NT	13C-1/51%	NT
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		NT	NT

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Media Literacy

TEK: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 12(D) evaluate changes in formality and tone across various media for different audiences and purposes.	SE: 12(D) (S)evaluate changes in formality and tone across various media for different audiences and purposes.	SE: 12(D) (S)evaluate changes in formality and tone within the same medium for specific audiences and purposes.	SE: 12(D) (S)evaluate changes in formality and tone within the same medium for specific audiences and purposes.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Media Literacy

TEK: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 12(D) (S) evaluate changes in formality and tone within the same medium for specific audiences and purposes.	SE: 13(D) assess the correct level of formality and tone for successful participation in various digital media.	SE: 13(D) assess the correct level of formality and tone for successful participation in various digital media.	SE: 13 (D) analyze various digital media venues for levels of formality and informality.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Reading/Media Literacy

TEK: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade	2 nd Grade
SE: 13 (D) analyze various digital media venues for levels of formality and informality.	SE: 14 (D) analyze various digital media venues for levels of formality and informality.	SE: 14(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web based news article).	SE: 16 (C)compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web based news article).	SE: 16 (C) identify various written conventions for using digital media (e.g., email, website, video game).
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Figure 19/Purpose/Background Knowledge

TEK: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: (A) Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).	SE: (A) Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).	SE: (A) Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).	SE: (A) Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Figure 19/Purpose/Background Knowledge

TEK: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: (A) Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).	SE: (A) establish purposes for reading based upon own or others; desired outcome to enhance comprehension; (B) Ask literal, interpretive, evaluative, and universal questions of text; (C) Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).	SE: (A) establish purposes for reading based upon own or others; desired outcome to enhance comprehension; (B) Ask literal, interpretive, evaluative, and universal questions of text; (C) Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).	SE: (A) establish purposes for reading based upon own or others; desired outcome to enhance comprehension; (B) Ask literal, interpretive, evaluative, and universal questions of text; (C) Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Figure 19/Purpose/Background Knowledge

TEK: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: (A) establish purposes for reading based upon own or others; desired outcome to enhance comprehension; (B) Ask literal, interpretive, evaluative, and universal questions of text; (C) Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)	SE: (A) Establish the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language (B) Ask literal, interpretive, evaluative, and universal questions of text; (C) Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)	SE: (A) Establish the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language (B) Ask literal, interpretive, and evaluative questions of text; (C) Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)	SE: (A) Establish the purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension (B) Ask literal, interpretive, and evaluative questions of text; (C) Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Figure 19/Purpose/Background Knowledge

TEK: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: (A) Establish the purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension (B) Ask literal, interpretive, and evaluative questions of text; (C) Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)	SE: (A) Establish the purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension (B) Ask literal questions of text; (C) Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)	SE: (A) Establish the purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension (B) Ask literal questions of text; (C) Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)	SE: (A) Discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language) (B) Ask and respond to questions about text (C) Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Figure 19/Inference

TEK: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: (B) make complex inferences about text and use textual evidence to support understanding	SE: (B) make complex inferences about text and use textual evidence to support understanding	SE: (B) (R) make complex inferences about text and use textual evidence to support understanding	SE: (B) (R) make complex inferences about text and use textual evidence to support understanding
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			14/67%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		19/70%	15/64%
		<p>12 What is one similarity between the selections?</p> <p>F They both address the attitudes of people from multiple generations.</p> <p>G They both explain the harm caused by the advent of the digital age.</p> <p>H They both profile people whose warnings have been ignored.</p> <p>J They both include observations about one person's unique contributions.</p>	<p>Which quotation from "I Wish I Was a Poet" best reflects the speaker's overall experience in "Sunday Morning Early"?</p> <p>F <i>They were raggedy and kinda beat.</i></p> <p>G <i>Everyone kept their eyes dead on her, and the receptionist, who was awfully young and pretty, was almost scared out of her wits.</i></p> <p>H <i>Yes, I dropped by to see her last night. . . .</i></p> <p>J <i>Sometimes there are poetry things that I see and I'd like to tell people about them in a poetry way. . . .</i></p>
		<p>13 How does Barry Bingham, Jr., differ from Jaime Teevan?</p> <p>A He was unable to adapt to change.</p> <p>B He misunderstood the importance of digital technology.</p> <p>C He witnessed the decline of the industry in which he worked.</p> <p>D He recognized the role of computers in the media.</p>	<p>Which two actions in the selections have a similar meaning?</p> <p>A <i>Paddling identical kayaks in "Sunday Morning Early" and staying at a downtown hotel in "I Wish I Was a Poet"</i></p> <p>B <i>Hearing the chirring of grasshoppers in "Sunday Morning Early" and taking out the crumpled dollar bills in "I Wish I Was a Poet"</i></p> <p>C <i>Listening to the stillness in "Sunday Morning Early" and smelling the roses in "I Wish I Was a Poet"</i></p> <p>D <i>Leaning out of the boat in "Sunday Morning Early" and stringing the beans in "I Wish I Was a Poet"</i></p>

		<p>14 What is one difference in the endings of the selections?</p> <p>F One looks forward, while one looks to the past.</p> <p>G One expresses admiration, while the other expresses disdain.</p> <p>H One introduces a new subject, while the other introduces a new idea.</p> <p>J One uses irony, while the other uses humor.</p>	<p>What is one difference between the speaker of "Sunday Morning Early" and the narrator of "I Wish I Was a Poet"?</p> <p>F The speaker wishes to remain quiet, while the narrator wishes to tell a story.</p> <p>G The speaker tries to communicate with the daughter, while the narrator tries to exclude Marge.</p> <p>H The speaker enjoys being in nature, while the narrator enjoys being indoors.</p> <p>J The speaker has a pessimistic outlook, while the narrator has an optimistic one.</p>
		<p>15 The tone of both selections can best be described as —</p> <p>A whimsical</p> <p>B skeptical</p> <p>C respectful</p> <p>D nostalgic</p>	<p>The mood of both selections is —</p> <p>A depressing</p> <p>B bittersweet</p> <p>C frightening</p> <p>D carefree</p>
		<p>16 Unlike the author in "Digital Dad Versus the Dinosaurs," the author of "2009 Young Innovators Under 35: Jaime Teevan, 32" —</p> <p>F clearly admires his subject</p> <p>G has no apparent family connection with his subject</p> <p>H fails to provide any educational background about his subject</p> <p>J has never met or spoken with his subject</p>	<p>What do the daughter in "Sunday Morning Early" and Marge in "I Wish I Was a Poet" have in common?</p> <p>F They share the same point of view.</p> <p>G Neither listens to what is being said.</p> <p>H They share a passion for bold adventures.</p> <p>J Neither has a line of dialogue.</p>

English Language Arts
Vertical Alignment by Grade

Strand: Figure 19/Inference

TEK: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: (B) (R) make complex inferences about text and use textual evidence to support understanding	SE: (D) (R) make complex inferences about text and use textual evidence to support understanding	SE: (D) (R) make complex inferences about text and use textual evidence to support understanding	SE: (D) (R) make complex inferences about text and use textual evidence to support understanding
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
14/67%	14/63%	16/66%	16/70%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
15/64%	18/71%	16/69%	19/72%
<p>Which quotation from “I Wish I Was a Poet” best reflects the speaker’s overall experience in “Sunday Morning Early”?</p> <p>F <i>They were raggedy and kinda beat.</i></p> <p>G <i>Everyone kept their eyes dead on her, and the receptionist, who was awfully young and pretty, was almost scared out of her wits.</i></p> <p>H <i>Yes, I dropped by to see her last night . . .</i></p> <p>J <i>Sometimes there are poetry things that I see and I’d like to tell people about them in a poetry way. . . .</i></p>			
<p>Which two actions in the selections have a similar meaning?</p> <p>A Paddling identical kayaks in “Sunday Morning Early” and staying at a downtown hotel in “I Wish I Was a Poet”</p> <p>B Hearing the chirring of grasshoppers in “Sunday Morning Early” and taking out the crumpled dollar bills in “I Wish I Was a Poet”</p> <p>C Listening to the stillness in “Sunday Morning Early” and smelling the roses in “I Wish I Was a Poet”</p> <p>D Leaning out of the boat in “Sunday Morning Early” and stringing the beans in “I Wish I Was a Poet”</p>			

<p>What is one difference between the speaker of "Sunday Morning Early" and the narrator of "I Wish I Was a Poet"?</p> <p>F The speaker wishes to remain quiet, while the narrator wishes to tell a story.</p> <p>G The speaker tries to communicate with the daughter, while the narrator tries to exclude Marge.</p> <p>H The speaker enjoys being in nature, while the narrator enjoys being indoors.</p> <p>J The speaker has a pessimistic outlook, while the narrator has an optimistic one.</p>			
<p>The mood of both selections is —</p> <p>A depressing</p> <p>B bittersweet</p> <p>C frightening</p> <p>D carefree</p>			
<p>What do the daughter in "Sunday Morning Early" and Marge in "I Wish I Was a Poet" have in common?</p> <p>F They share the same point of view.</p> <p>G Neither listens to what is being said.</p> <p>H They share a passion for bold adventures.</p> <p>J Neither has a line of dialogue.</p>			

English Language Arts
Vertical Alignment by Grade

Strand: Figure 19/Inference

TEK: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: (D) (R) make complex inferences about text and use textual evidence to support understanding	SE: (D) (R) make inferences about text and use textual evidence to support understanding	SE: (D) (R) make inferences about text and use textual evidence to support understanding	SE: (D) (S) make inferences about text and use textual evidence to support understanding
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
16/70%	13/62%	14/67%	16/56%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
19/72%	10/69%	21/60%	9/59%

English Language Arts
Vertical Alignment by Grade

Strand: Figure 19/Inference

TEK: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: (D) (S) make inferences about text and use textual evidence to support understanding	SE: (D) (S) make inferences about text and use textual evidence to support understanding	SE: (D) (S) make inferences about text and use textual evidence to support understanding	SE: (D) make inferences based on the cover, title, illustrations, and plot
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012 16/56%	STAAR 2012	STAAR 2012	STAAR 2012
STAAR 2013 9/59%	STAAR 2013	STAAR 2013	STAAR 2013

English Language Arts
Vertical Alignment by Grade

Strand: Figure 19/Summary

TEK: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE:	SE: (E) (R) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts	SE: (E) (R) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts	SE: (E) (R) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
	7/62%	4/57%	3/64%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
	1/76%	3/55%	3/67%

English Language Arts
Vertical Alignment by Grade

Strand: Figure 19/Summary

TEK: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: (E) (R) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts	SE(E) (R) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts	SE: (E) (R) summarize, information in text, maintain meaning and logical order	SE: (E) (R) summarize information in text, maintain meaning and logical order
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
3/64%	4/77%	3/50%	4/54%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
3/67%	4/62%	3/61%	3/56%

English Language Arts
Vertical Alignment by Grade

Strand: Figure 19/Summary

TEK: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: (E) (R) summarize information in text, maintain meaning and logical order	SE: (E) (R) retell important events in stories in logical order	SE: (E) (R) retell or act out important events in stories in logical order	SE: (E) (R) retell or act out important events in stories
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012 4/54%	STAAR 2012	STAAR 2012	STAAR 2012
STAAR 2013 3/56%	STAAR 2013	STAAR 2013	STAAR 2013

English Language Arts
Vertical Alignment by Grade

Strand: Figure 19/Make Connections

TEK: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE:	SE: (F) (R) make intertextual links among and across texts, including other media (e.g., fil, play), and provide textual evidence.	SE: (F) (R) make intertextual links among and across texts, including other media (e.g., fil, play), and provide textual evidence.	SE: (F) (R) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
	5/72%	5/62%	3/69%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
	5/71%	5/60%	4/66%
	<p>38 Both the author of the letter and the speaker in the poem would most likely consider a blank page to be a --</p> <p>F distraction</p> <p>G challenge</p> <p>H mystery</p> <p>J commitment</p>	<p>17 Which of these best describes what the author of “Car Talk” and Brandy in “Needed” gain from the experience of driving?</p> <p>A Both gain a deeper understanding of their own abilities.</p> <p>B Both gain a deeper understanding of family members.</p> <p>C The author of “Car Talk” becomes a skilled driver, while Brandy learns how to farm.</p> <p>D The author of “Car Talk” gets to know her father, while Brandy gets to help her family.</p>	<p>37 The speaker in the poem and the narrator of the selection are both --</p> <p>A doubted by others</p> <p>B defeated by nature</p> <p>C expected to succeed</p> <p>D supported by family</p>

	<p>39 Read lines 6 through 10 from the poem.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Fill my lines. Crowd me with words, all kinds of words— happy, joyous words, angry, jangled words, burdened words, sad words,</p> </div> <p>Which sentences from the letter express the same idea as these lines from the poem?</p> <p>A <i>We don't just talk about writing. We sit by ourselves inside or outside, writing at airports or on kitchen tables, even on napkins.</i></p> <p>B <i>I've learned that some writers are quiet and shy, others noisy, others just plain obnoxious. Some like enchiladas and others like sushi; some like rap and others like rancheras.</i></p> <p>C <i>When I was in grade school in El Paso, Texas (where I was born), I read comic books and mysteries and magazines and library books. I was soaking up language.</i></p> <p>D <i>Living hurts, so sometimes we write about a miserable date, a friend who betrayed us, the death of a parent. Some days, though, we're so full of joy we feel like a kite.</i></p>	<p>18 How does the author of "Car Talk" differ from Brandy in "Needed"?</p> <p>F The author of "Car Talk" wants to master a skill, while Brandy takes on a new responsibility.</p> <p>G The author of "Car Talk" thinks driving is scary, while Brandy thinks driving is fun.</p> <p>H The author of "Car Talk" is easily distracted, while Brandy pays attention when she drives.</p> <p>J The author of "Car Talk" does what she wants to do, while Brandy does what her father tells her to.</p>	<p>38 In what way do the speaker in the poem and the narrator of the selection differ?</p> <p>F The speaker is new to gardening, while the narrator was an expert barrel racer.</p> <p>G The speaker is focused on one goal, while the narrator initially attempted different events.</p> <p>H The speaker exerts little effort, while the narrator struggled greatly.</p> <p>J The speaker knows why he chose to garden, while the narrator was unsure of which event to enter.</p>
	<p>40 How does the author's purpose for writing in "Dear Fellow Writer" differ from the poet's purpose in "What the Page Says"?</p> <p>F Mora persuades people to start writing, while the poet describes a writer's effort.</p> <p>G Mora provides information about writing strategies, while the poet encourages a writer to use a specific strategy.</p> <p>H Mora describes the writing process for readers, while the poet does not.</p> <p>J Mora entertains readers with a story about writing, while the poet does not.</p>	<p>19 Read line 7 of the poem.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>I'm only twelve, but I get to drive!</p> </div> <p>Which excerpt from "Car Talk" best matches the feeling expressed by the speaker in line 7 of the poem?</p> <p>A <i>we got into the car that first time</i></p> <p>B <i>Dad and I drove around, saying almost nothing</i></p> <p>C <i>that now-aging permit first found its way into my eager hands</i></p> <p>D <i>a small plastic card verifying my right to drive</i></p>	<p>39 Both the poem and the selection end with a feeling of —</p> <p>A anticipation</p> <p>B frustration</p> <p>C accomplishment</p> <p>D relief</p>

	<p>41 Read these excerpts from the letter and the poem.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Writing is my way of knowing myself better, of hearing myself, of discovering what is important to me and what makes me sad, what makes me different, what makes me me—of discovering my own true name.</i> —“Dear Fellow Writer,” paragraph 12</p> <p><i>know how to find the key to unlock, inside me, that treasure chest chock full of brilliant words and thorny thoughts?</i> —“What the Page Says,” lines 33–35</p> </div> <p>Based on these excerpts, the reader can conclude that both the author and the poet share a similar belief that —</p> <p>A searching for ideas in various places improves writing B expressing thoughts orally is easier than writing C writing develops a person’s sense of self D writing helps others resolve their conflicts</p>	<p>20 How does “Car Talk” differ from “Needed”?</p> <p>F “Car Talk” describes events in the order that they happen. G “Car Talk” shows how a father offers guidance. H “Car Talk” focuses on something a girl experiences. J “Car Talk” describes events that occur over a longer period.</p>	<p>40 One difference between the speaker in the poem and the narrator of the selection is that the speaker —</p> <p>F receives more than he expected, while the narrator’s performance did not meet her expectations G is pleased with the process of growing plants, while the narrator was annoyed with the results of her work H has to be patient in order to achieve his goal, while the narrator had to practice in order to achieve her goal J worries about what others say, while the narrator did not listen to the opinions of others</p>
	<p>42 What is one difference between the author of the letter and the speaker in the poem?</p> <p>F The author gets her inspiration to write from her feelings, while the speaker is inspired by others. G The author expresses a willingness to begin writing, while the speaker has difficulty transforming thoughts into words. H The author is content with her first attempt at writing, while the speaker continuously edits and revises. J The author prefers reading more than writing, while the speaker enjoys both reading and writing.</p>	<p>21 How are the fathers in “Car Talk” and “Needed” presented differently?</p> <p>A The father in “Car Talk” communicates by sharing stories, while the father in “Needed” communicates by giving instructions. B The father in “Car Talk” is eager to spend time with his daughter, while the father in “Needed” is hesitant about having his daughter help him. C The father in “Car Talk” demonstrates the importance of following directions, while the father in “Needed” demonstrates a carefree approach to driving. D The father in “Car Talk” is uncertain of his ability to provide instructions, while the father in “Needed” is confident when giving instructions.</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Figure 19/Make Connections

TEK: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: (F) (R) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.	SE: (F) (R) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.	SE: (F) (R) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	SE: (F) (R) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
3/69%	4/63%	4/63%	NT
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
4/66%	4/65%	4/59%	NT
<p>37 The speaker in the poem and the narrator of the selection are both –</p> <p>A doubted by others</p> <p>B defeated by nature</p> <p>C expected to succeed</p> <p>D supported by family</p>	<p>27 Both selections suggest that stage fright can –</p> <p>A happen even when a person wants to perform</p> <p>B permanently affect a person's health</p> <p>C get better when an audience shows support</p> <p>D be worse for actors than for other types of performers</p>	<p>33 What is one difference between the types of animal behavior described in the two selections?</p> <p>A Many animals use snakeskin for protection, but only octopuses are known to use shells to protect themselves.</p> <p>B Squirrels have several ways of protecting themselves, but octopuses have only one way.</p> <p>C Scientists understand why squirrels use snakeskin, but research is needed to understand why octopuses use coconut shells.</p> <p>D Squirrels disguise themselves with scent, but octopuses hide from the view of their enemies.</p>	
<p>38 In what way do the speaker in the poem and the narrator of the selection differ?</p> <p>F The speaker is new to gardening, while the narrator was an expert barrel racer.</p> <p>G The speaker is focused on one goal, while the narrator initially attempted different events.</p> <p>H The speaker exerts little effort, while the narrator struggled greatly.</p> <p>J The speaker knows why he chose to garden, while the narrator was unsure of which event to enter.</p>	<p>28 What is one difference between the selections?</p> <p>F The article describes how stage fright feels, but the poem does not.</p> <p>G The article provides a scientific explanation for stage fright, but the poem does not.</p> <p>H The poem indicates that a person can overcome stage fright, but the article does not.</p> <p>J The poem gives an example of a person with stage fright, but the article does not.</p>	<p>34 One similarity between the two selections is that both discuss animals that –</p> <p>F use things found in nature to remain safe</p> <p>G need help from humans to survive</p> <p>H protect their young</p> <p>J are not aware of dangers in their environment</p>	

<p>39 Both the poem and the selection end with a feeling of —</p> <p>A anticipation</p> <p>B frustration</p> <p>C accomplishment</p> <p>D relief</p>	<p>29 Based on information provided in both selections, the reader can conclude that stage fright is the result of —</p> <p>A an unexpected event that shocks a person</p> <p>B making a mistake in front of others</p> <p>C not really wanting to perform</p> <p>D being the center of attention</p>	<p>35 Which of these ideas is found in both selections?</p> <p>A Animals have difficulty finding places to hide.</p> <p>B Scientists have many ways of studying animals in their environment.</p> <p>C Scientists are continuing to discover unique ways in which animals protect themselves.</p> <p>D Tool users are the most intelligent animals.</p>	
<p>40 One difference between the speaker in the poem and the narrator of the selection is that the speaker —</p> <p>F receives more than he expected, while the narrator's performance did not meet her expectations</p> <p>G is pleased with the process of growing plants, while the narrator was annoyed with the results of her work</p> <p>H has to be patient in order to achieve his goal, while the narrator had to practice in order to achieve her goal</p> <p>J worries about what others say, while the narrator did not listen to the opinions of others</p>	<p>30 With which statement would the poet and the author most likely agree?</p> <p>F Performing in front of a crowd can make a person nervous.</p> <p>G The foods people eat can affect their performance.</p> <p>H A crowd's applause can disturb a performer.</p> <p>J Acting is the most difficult kind of performing.</p>	<p>36 Both selections suggest that scientists —</p> <p>F are interested in studying only small animals</p> <p>G do not completely understand some animal behavior</p> <p>H have to use cameras to study animals</p> <p>J do not spend much time observing animals in the wild</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Figure 19/Make Connections

TEK: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: F) (R) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	SE: (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	SE: (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	SE: (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
NT			
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
NT			

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 13(A)plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	SE: 13(A)plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	SE: 13(A)plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	SE: 13(A)plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 13(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	SE: 14(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	SE: 14(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	SE: 14(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
			Idea Generating in Writer’s Notebook. Wilfred Gordon McDonald Partridge (memories) Staircase for success (organizational tool for structure) Mapping, Read- Think- Write, Heart song
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
			Students must have a storehouse of ideas from which to choose
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			Planning, Controlling Idea, Thesis, Draft, Prewriting

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 14(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	SE: 15(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	SE: 15(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);	SE: 17(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Idea Generating in Writer’s Notebook. Wilfred Gordon McDonald Partridge (memories) Staircase for success (organizational tool for structure) Mapping, Read- Think- Write, Heart song			Model a first draft of a personal narrative brainstorm using a graphic organizer create a “timeline” no dates but events in sequential order. <u>Four Square Writing</u>
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Students must have a storehouse of ideas from which to choose			Brainstorming- use different ways. Pre-write is planning – synonyms
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Planning, Controlling Idea, Thesis, Draft, Prewriting			Draft, genre, brainstorming, central idea, planning, revising, editing.

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 17(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);	SE: 17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	SE: 17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	SE: 13(A) plan a first draft by generating ideas for writing through class discussion (with adult assistance);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Model a first draft of a personal narrative brainstorm using a graphic organizer create a “timeline” no dates but events in sequential order. <u>Four Square Writing</u>			
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Brainstorming- use different ways. Pre-write is planning – synonyms			
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Draft, genre, brainstorming, central idea, planning, revising, editing.			

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 13(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;	SE: 13(B) (R)structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;	SE: 13(B) (R)structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;	SE: 13(B) (R)structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 13(B) (R)structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;	SE: 14(B) (R)develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	SE: 14(B) (R)develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	SE: 14(B) (R)develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 14(B) (R)develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	SE: 14(B) (R)develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	SE: 15(B) (R)develop drafts by categorizing ideas and organizing them into paragraphs;	SE: 17(B) (R)develop drafts by categorizing ideas and organizing them into paragraphs;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
			Students need to use planning sheet throughout the writing process. Have students plan events using a timeline; staircase, or any other planning form to make paragraph.
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
			Categorize ideas first, then organize into paragraphs
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			Paragraph, indent

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 17(B) (R)develop drafts by categorizing ideas and organizing them into paragraphs;	SE: 17(B) (R)develop drafts by sequencing ideas through writing sentences;	SE: 17(B) (R)develop drafts by sequencing ideas through writing sentences;	SE: 13(B) (R)develop drafts by sequencing the action or details in the story (with adult assistance);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Students need to use planning sheet throughout the writing process. Have students plan events using a timeline; staircase, or any other planning form to make paragraph.			
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Categorize ideas first, then organize into paragraphs			
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Paragraph, indent			

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 13(C)revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	SE: 13(C)(R)revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	SE: 13(C)(R)revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	SE: 13(C)(R)revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			6/69%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		10/77%	7/74%
		1. The best way to clarify the meaning of sentence 4 is the change They to – A. The newspapers B. My parents C. We D. The kids	1. What is the most effective revision to make in sentence 3? A. I am convinced that students would do better in school if they had a midday break that allowed them enough time to eat a good meal and that allowed them enough time to recharge their brains with physical activity. B. I am convinced that students would do better in school if they had a midday break that allowed them enough time to eat a good meal and recharge their brains with physical activity. C. I am convinced that students would do better in school if they had a midday break

			that allowed them enough time to eat a good meal that recharged their brains with physical activity. D. I am convinced that students would do better in school if they had a midday break that allowed them enough time to eat a good meal because they need to recharge their brains with physical activity.
		2. Ben realized that he left the following detail out of the second paragraph (sentences 3-9). <i>I counted them and realized I was holding more than \$200 cash.</i> What is the most effective place to insert this sentence? F. After sentence 5 G. After sentence 6 H. After sentence 7 J. After sentence 8	5. Leah has not used the best choice of words in sentence 18. What change should she make? A. Change opportunity to planning B. Change alert to conscious C. Change promotion to performance D. Change improve to develop
		3. The transition from the second paragraph (sentences 3-9) to the third paragraph (sentences 10-15) is weak. Read both paragraphs again. Which sentence could best replace sentence 10 and improve the transition between these two paragraphs? a. Suddenly it was obvious that we all had a lot that we needed to talk about. B. this stranger had given us cash, something our family had been without for a very long time. C. Soon we began talking about what the note had instructed us to do: pay it forward. d. We wanted to think of some unusual ways to help others.	6. What is the most effective way to combine sentences 6 and 7? F. Scott Flansburg is an ordinary person with an extraordinary ability, who is known as the “human calculator.” G. Scott Flansburg, who is known as the “human calculator,” is an ordinary person with an extraordinary ability. H. Scott Flansburg is an ordinary person with an extraordinary ability, he is known as the “human calculator.” J. Scott Flansburg is known as the “human calculator,” an ordinary person, and has an extraordinary ability.
		4. What is the most effective revision to make in sentence 18? F. The kids in the after-school program made cards they were for the residents of a retirement center. G. the kids in the after-school program and the residents of a retirement center made cards. H. the kids in the after-school program made cards for the residents of retirement center. J. The kids in the after-school program of a retirement center made cards for the residents.	8. What is the most effective revision to make in sentence 16? F. Called an edutainer, he entertains people Flansburg has superhuman mathematical abilities and educates them with his technique. G. Called edutainer, Flansburg entertains people with his superhuman mathematical abilities and educates them with his technique. H. Called an edutainer, Flansburg entertains people with his superhuman mathematical abilities, which educate them with his technique. J. Called an edutainer, his superhuman mathematical abilities that he entertains people with will educate his technique, too.
		5. Ben wants to add a closing sentence to reinforce the controlling idea of his paper.	9. Gina did not use an effective transition to help the reader move from sentence 22 to sentence 23.

		<p>Which of the following ideas could best follow sentence 25 and help accomplish this goal?</p> <p>A. You just have to be willing to pay it forward.</p> <p>B. You don't have to start the fire; you just have to be a spark.</p> <p>C. It doesn't take money to be a highly effective person.</p> <p>d. Hard work always pays off in the end.</p>	<p>Which transition word or phrase should replace In other words?</p> <p>A. In fact</p> <p>B. Apologetically</p> <p>C. In the end</p> <p>D. As a result</p>
		<p>7. What is the best way to revise sentence 13?</p> <p>A. To use the system, the surgeon, while making three or four small incisions in a patient, inserts stainless-steel rods into the openings.</p> <p>B. To use the system, the surgeon makes three or four small incisions in a patient who inserts stainless-steel rods into the openings.</p> <p>C. To use the system, the surgeon makes three or four small incisions in a patient she then inserts stainless-steel rods into the openings.</p> <p>D. To use the system, the surgeon makes three or four small incisions in a patient and then inserts stainless-steel rods into the openings.</p>	<p>11. The meaning of sentence 3 is not clear. Adam can help clarify what he is trying to say in this sentence by replacing the pronoun they with –</p> <p>A. the products</p> <p>B. shoppers</p> <p>C. these stores</p> <p>D. fruits and vegetables</p>
		<p>8. Zane needs to use a more appropriate word than tweaks in sentence 18. Which of these words would be the best replacement for tweaks?</p> <p>F. corrects</p> <p>G. manipulates</p> <p>H. does</p> <p>J. changes</p>	<p>12. What is the most effective way to revise sentence 7?</p> <p>F. Studies show that the average distance most food travels before it reaches your plate, it is a distance of 1,500 miles!</p> <p>G. Studies show this. That the average distance most food travels before it reaches your plate is 1,500 miles!</p> <p>H. Studies show that the average distance before it reaches your plate that most food travels is 1,500 miles!</p> <p>J. Studies show that the average distance most food travels before it reaches your plate is 1,500 miles!</p>
		<p>12. What is the most effective way to combine sentences 7 and 8?</p> <p>F. One such study, published in the <i>Journal of Educational Psychology</i>, found that native English speakers in a Spanish immersion program significantly outperformed monolingual English-speaking students on English vocabulary tests.</p> <p>G. One such study found that native English speakers in a Spanish immersion program significantly outperformed monolingual English-speaking students on English</p>	

		<p>vocabulary tests and published in the <i>Journal of Educational Psychology</i>.</p> <p>H. One such study found that native English speakers in a Spanish immersion program significantly outperformed monolingual English-speaking students on English vocabulary tests, which was published in the <i>Journal of Educational Psychology</i>.</p> <p>J. On such study found that native English speakers in a Spanish immersion program published in the <i>Journal of Educational Psychology</i> significantly outperformed monolingual English-speaking students on English vocabulary tests.</p>	
		<p>13. What transition could most effectively be added to the beginning of sentence 12?</p> <p>A. to put it differently</p> <p>B. Still</p> <p>C. Otherwise</p> <p>D. For example</p>	
		<p>14. What is the most effective revision to make in sentence 19?</p> <p>F. Employers need workers who can communicate in different languages, different cultures should be understood.</p> <p>G. Employers need workers who can communicate in different languages and understand different cultures.</p> <p>H. Employers need workers who can communicate and are understood in different languages or different cultures.</p> <p>J. Employers need workers who can communicate in different languages, and workers need employers who can understand different cultures/</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 13(C)(R)revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	SE: 14(C)(R)revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	SE: 14(C)(R)revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	SE: 14(C)(R)revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
			ARTS (Add, Rearrange, Take away, Substitute) Give specific revision requirements for each piece.
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
			Teach complete sentences/ compound sentences/ grammar written revision lessons.
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
6/69%		6/69%	
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
7/74%		6/65%	
1. What is the most effective revision to make in sentence 3? A. I am convinced that students would do better in school if they had a midday break that allowed them enough time to eat a good meal and that allowed them enough time to recharge their brains with physical activity. B. I am convinced that students would do better in school if they had a midday break that allowed them enough time to eat a good meal and recharge their brains with physical activity. C. I am convinced that students would do better in school if they had a midday break that allowed them enough time to eat a good meal that recharged their brains with physical activity. D. I am convinced that students would do		5. What change should be made in sentence 19? A. Change controllers to guys B. Change ready to prepared C. Change our to your D. Change orderly to good	

<p>better in school if they had a midday break that allowed them enough time to eat a good meal because they need to recharge their brains with physical activity.</p>			
<p>5. Leah has not used the best choice of words in sentence 18. What change should she make?</p> <p>A. Change opportunity to planning</p> <p>B. Change alert to conscious</p> <p>C. Change promotion to performance</p> <p>D. Change improve to develop</p>		<p>6. J Justin wants to improve his introduction. How can he rewrite sentence 6 to provide more detail and imagery?</p> <p>F. I told my parents in every way I could think of that the city simply wasn't the place for me.</p> <p>G. the traffic, the busyness, and the noises of the city would be nothing compared with the beautiful, amazing, lovely countryside.</p> <p>H. Without fields to roam, horses to ride, and streams to fish, what could the city possibly have to offer?</p> <p>J. the city wasn't going to be the great place to live that the country had always been.</p>	
<p>6. What is the most effective way to combine sentences 6 and 7?</p> <p>F. Scott Flansburg is an ordinary person with an extraordinary ability, who is known as the "human calculator."</p> <p>G. Scott Flansburg, who is known as the "human calculator," is an ordinary person with an extraordinary ability.</p> <p>H. Scott Flansburg is an ordinary person with an extraordinary ability, he is known as the "human calculator."</p> <p>J. Scott Flansburg is known as the "human calculator," an ordinary person, and has an extraordinary ability.</p>		<p>7. What is the BEST revision to make in sentence 13?</p> <p>A. I can walk to the bike store to get a tire fixed and straight to the park from a bike path.</p> <p>B. I can walk to the bike store to get a tire fixed, and then a bike path that takes me straight to the park is there.</p> <p>C. I can walk to the bike store to get a tire fixed, I can then follow a bike path that takes me straight to the park.</p> <p>D. I can walk to the bike store to get a tire fixed and then follow a bike path that takes me straight to the park.</p>	
<p>8. What is the most effective revision to make in sentence 16?</p> <p>F. Called an edutainer, he entertains people Flansburg has superhuman mathematical abilities and educates them with his technique.</p> <p>G. Called edutainer, Flansburg entertains people with his superhuman mathematical abilities and educates them with his technique.</p> <p>H. Called an edutainer, Flansburg entertains people with his superhuman mathematical abilities, which educate them with his technique.</p> <p>J. Called an edutainer, his superhuman mathematical abilities that he entertains people with will educate his technique, too.</p>		<p>10. Justin can improve the clarity of sentence 22 by changing it to –</p> <p>F. my house</p> <p>G. my world</p> <p>H. the yard</p> <p>J. the food</p>	
<p>9. Gina did not use an effective transitioin to help the reader move from sentence 22</p>		<p>11. Justin has used a poor choice of words in sentence 24. He should change stuff to –</p>	

<p>to sentence 23. Which transition word or phrase should replace In other words?</p> <p>A. In fact B. Apologetically C. In the end D. As a result</p>		<p>A. rituals B. items C. opportunities D. places</p>	
<p>11. The meaning of sentence 3 is not clear. Adam can help clarify what he is trying to say in this sentence by replacing the pronoun they with –</p> <p>A. the products B. shoppers C. these stores D. fruits and vegetables</p>		<p>15. Miles did not choose the most effective words in sentence 24. What is the BEST change for him to make in this sentence?</p> <p>a. Change Items to Things B. Change usually to often C. Change end up to wind up d. Change crumble to decompose</p>	
<p>12. What is the most effective way to revise sentence 7?</p> <p>F. Studies show that the average distance most food travels before it reaches your plate, it is a distance of 1,500 miles!</p> <p>G. Studies show this. That the average distance most food travels before it reaches your plate is 1,500 miles!</p> <p>H. Studies show that the average distance before it reaches your plate that most food travels is 1,500 miles!</p> <p>J. Studies show that the average distance most food travels before it reaches your plate is 1,500 miles!</p>			

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 14(C)(R)revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	SE: 15(C)(R)revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	SE: 15(C)(R)revise drafts for coherence, organization, use of simple and compound sentences, and audience;	SE: 17(C)(R)revise drafts for coherence, organization, use of simple and compound sentences, and audience;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
ARTS (Add, Rearrange, Take away, Substitute) Give specific revision requirements for each piece.			Add (details), rearrange, take away- omit?, substitute (better words) What do you want the reader to understand? Side by side writing – (glue rough draft & final revised copy side by side) First word list- after they write the paper make a list of the 1 st words they use in their sentences change words as needed.
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Teach complete sentences/ compound sentences/ grammar written revision lessons.			Revision is not editing conventions- revision is clarifying meaning. Use the language of <u>simple and compound</u> sentences.
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			Omit, simple, compound
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
		8/64%	
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		6/58%	
		1. Tyler would like to add the following detail to the second paragraph (sentences 9-12). <i>It’s cold outside, but the subway is warm.</i> Where should Tyler insert this sentence? A. After sentence 10 B. After sentence 11 C. After sentence 12 D. This sentence should not be added to this paragraph.	
		2. What is the BEST way to revise sentence 19?	

		<p>F. My mother shrieked about approaching strange animals that warned me.</p> <p>G. My mother shrieked. As she warned me about approaching strange animals.</p> <p>H. My mother shrieked about approaching strange animals, she warned me.</p> <p>J. My mother shrieked and warned me about approaching strange animals.</p>	
		<p>3. What transition word or phrase could BEST be added to the beginning of sentence 23?</p> <p>A. Yet</p> <p>B. In the same way</p> <p>C. For example</p> <p>D. Therefore</p>	
		<p>4. What is the BEST way to combine sentences 34 and 35?</p> <p>F. He turned and his golden eyes toward me almost looked embarrassed.</p> <p>G. When he turned his golden eyes toward me, he almost looked embarrassed.</p> <p>H. Turning his golden eyes toward me, which almost looked embarrassed.</p> <p>J. He turned his golden eyes toward me, he almost looked embarrassed.</p>	
		<p>5. Tyler wants to add a closing sentence to his paper. Which sentence could BEST follow sentence 40 and help bring his paper to a close?</p> <p>A. Subway Cat seemed happy to be on his own once again.</p> <p>B. He was the subway cat, and now he was worried about having to find his own food.</p> <p>C. He carted his silly little self straight to the door.</p> <p>D. And that is now the end of the story about the brave little subway cat I met one day.</p>	
		<p>13. Malcolm wants to use a more accurate word than living in sentence 3. Which of the following could BEST replace this word?</p> <p>A. showing</p> <p>B. coming</p> <p>C. offering</p> <p>D. operating</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 17(C)(R)revise drafts for coherence, organization, use of simple and compound sentences, and audience;	SE: 17(C) (R) revise drafts by adding or deleting words, phrases, or sentences;	SE: 17(C) (R)revise drafts by adding or deleting a word, phrase, or sentence;	SE: 13(C) (R)revise drafts by adding details or sentences (with adult assistance);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Add (details), rearrange, take away- omit?, substitute (better words) What do you want the reader to understand? Side by side writing – (glue rough draft & final revised copy side by side) First word list- after they write the paper make a list of the 1 st words they use in their sentences change words as needed.			
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Revision is not editing conventions- revision is clarifying meaning. Use the language of <u>simple and compound</u> sentences.			
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Omit, simple, compound			

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 13(D) edit drafts for grammar, mechanics, and spelling;	SE: 13(D) (R)edit drafts for grammar, mechanics, and spelling;	SE: 13(D) (R)edit drafts for grammar, mechanics, and spelling;	SE: 13(D) (R)edit drafts for grammar, mechanics, and spelling;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		1/74%	5/61%
			3/76%
		18. What change, if any, needs to be made in sentence 12? F. Change Its to It’s G. Change thousands to thousand’s H. Insert a comma after miles J. Sentence 12 does not need to be changed.	19. What change, if any, is needed in sentence 16? A. Insert quotation marks after said B. Change it to them C. Insert a comma after free D. No change is needed in this sentence.
			20. What change, if any, needs to be made in sentence 24? F. Change then to than G. Change announced to anounced H. Delete the comma after Mom J. No change needs to be made in this sentence.
			23. What change, if any, should be made in sentence 1? A. Change Walking to Walk B. Change comes to came C. Change natural to naturally D. No change should be made in sentence 1.

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 13(D) (R)edit drafts for grammar, mechanics, and spelling;	SE: 13(D) (R)edit drafts for grammar, mechanics, and spelling;	SE: 14(D) (R)edit drafts for grammar, mechanics, and spelling;	SE: 14(D) (R)edit drafts for grammar, mechanics, and spelling;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012 5/61%	STAAR 2012	STAAR 2012 7/64%	STAAR 2012
STAAR 2013 3/76%	STAAR 2013	STAAR 2013 9/76%	STAAR 2013
19. What change, if any, is needed in sentence 16? A. Insert quotation marks after said B. Change it to them C. Insert a comma after free D. No change is needed in this sentence.		17. What change, if any, should be made in sentence 3? A. Change Scientists to Scientists’ B. Delete the comma C. Change we to they D. No change should be made in this sentence.	
20. What change, if any, needs to be made in sentence 24? F. Change then to than G. Change announced to announced H. Delete the comma after Mom J. No change needs to be made in this sentence.		18. How should sentence 5 b e changed? F. Delete the comma G. Change controlling to controlling H. Change intentional to intentionally J. Sentence 5 should not be changed.	
23. What change, if any, should be made in sentence 1? A. Change Walking to Walk B. Change comes to came C. Change natural to naturally D. No change should be made in sentence 1.		19. What change, if any, needs to be made in sentence 7? A. Change It’s to Its B. Change are to is C. Change balance to balance D. No change needs to be made in this sentence.	
		21. What change, if any, should be made in sentence 12? A. Change breath to breathe B. Change beating to beeting C. Change directs to directing D. Sentence 12 should not be changed.	
		26. What change, if any, shold be made in	

		<p>sentence 18?</p> <p>F. Change they to we</p> <p>G. Delete the comma</p> <p>H. Change there to their</p> <p>J. No change should be made in this sentence.</p>	
		<p>28. How should sentence 21 be changed?</p> <p>F. Change appropriate to apropriate</p> <p>G. Insert a comma after teenager</p> <p>H. Delete no</p> <p>J. No change should be made in sentence 21?</p>	
		<p>29. What change, if any, needs to be made in sentence 25?</p> <p>A. Change which to this</p> <p>B. Change I to we</p> <p>C. Change then to than</p> <p>D. No change needs to be made.</p>	
		<p>34. How should sentence 7 be changed?</p> <p>F. Change pest-control technician to Pest-Control Technician</p> <p>G. Delete the comma after house</p> <p>H. Delete but</p> <p>J. Change it to them</p>	
		<p>39. What change, if any, needs to be made in sentence 25?</p> <p>A. Change severity to severe</p> <p>B. Change puts to putting</p> <p>C. Change his to their</p> <p>D. No change needs to be made in this sentence.</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 14(D) (R)edit drafts for grammar, mechanics, and spelling;	SE: 15(D) (R)edit drafts for grammar, mechanics, and spelling;	SE: 15(D) (R)edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric;	SE: 17(D) (R)edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
	CUPS (Capitalization, Usage, Punctuation, Spelling) Use Ratiocination		C- capital U- usage P- punctuation S- spelling
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
	Editing is “cleaning up” the writing		Develop a rubric
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
		8/54%	
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		10/56%	
		7. What change, if any, should be made in sentence 13? A. Grinning to Grining B. Change brought to brung C. Change are to our D. No change should be made in sentence 13.	
		8. What change, if any, should be made in sentence 24? F. Delete the comma after Mom G. Change me to I H. Change looked to looking J. Sentence 24 should not be changed.	
		10. What change, if any, needs to be made in sentence 30? F. Change This to Which G. Change save to safe H. Change later to latter J. No change needs to be made in sentence 30.	
		17. How should sentence 3 be changed? A. Change Coach to coach B. Change bored to borred C. Insert a comma after practice D. Sentence 3 should not be changed.	

		<p>20. What change, if any, needs to be made in sentence 18?</p> <p>F. Change It was to It is</p> <p>G. Delete and</p> <p>H. Change desided to decided</p> <p>J. Sentence 18 does not need to be changed.</p>	
		<p>21. How should sentence 25 be changed?</p> <p>A. Change kept to keepd</p> <p>B. Delete the comma after hand</p> <p>C. Change and to I</p> <p>D. Change picked to pick</p>	
		<p>22. What change, if any, needs to be made in sentence 34?</p> <p>F. Change I had moved to moving</p> <p>G. Change finally to finely</p> <p>H. Change pitchers to pitcher's</p> <p>J. Sentence 34 does not need to be changed.</p>	
		<p>23. What change, if any, should be made in sentence 1?</p> <p>A. Change lives to live</p> <p>B. Change then to than</p> <p>C. Change closets to closet's</p> <p>D. No change should be made in sentence 1.</p>	
		<p>25. What change, if any, needs to be made in sentence 16?</p> <p>A. Change hang's to hangs</p> <p>B. Delete the comma</p> <p>C. Change its to it's</p> <p>D. No change needs to be made.</p>	
		<p>26. What change, if any, should be made in sentence 17?</p> <p>F. Change world's to worlds</p> <p>G. Insert most before narrowest</p> <p>H. Change brazil to Brazil</p> <p>J. Make no change.</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 17(D) (R) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric;	SE: 17(D) (R) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;	SE: 17(D) (R) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;	SE: 13(D) (R) edit drafts by leaving spaces between letters and words (with adult assistance);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
C- capital U- usage P- punctuation S- spelling			
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Develop a rubric			
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process/Publish

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 13(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	SE: 13(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	SE: 13(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	SE: 13(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process/Publish

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 13(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	SE: 14(E)revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	SE: 14(E)revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	SE: 14(E)revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process/Publish

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 14(E)revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	SE: 13(E)revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	SE: 15(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.	SE: 17(E) publish written work for a specific audience.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Writing Process/Publish

TEK: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 17(E) publish written work for a specific audience.	SE: 17(E) publish and share writing with others.	SE: 17(E) publish and share writing with others.	SE: 13(E) share writing with others (with adult assistance).
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Literary Text/Imaginative/Engaging Story

TEK: (Grades K-8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
(Courses Eng I-IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 14(A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;	SE: 14(A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;	SE: 14(A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;	SE: 14(A) (R) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			STAAR 2013
			Prompt: Write a story about taking care of something or someone. Be sure that your story is focused and complete and that it has an interesting plot and engaging characters.

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Literary Text/Imaginative/Engaging Story

TEK: (Grades K-8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
(Courses Eng I-IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 14(A) (R) write an engaging story with a well- developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;	SE: 15(A) (S) write an imaginative story that (i)sustains reader interest; (ii) includes well-paced action and an engaging story line; (iii) creates a specific, believable setting through the use of sensory details; (iv) develops interesting characters; (v) uses a range of literary strategies and devices to enhance the style and tone;	SE: 15(A) (S) write an imaginative story that (i)sustains reader interest; (ii) includes well-paced action and an engaging story line; (iii) creates a specific, believable setting through the use of sensory details; (iv) develops interesting characters; (v) uses a range of literary strategies and devices to enhance the style and tone;	SE: 15(A) (S) write imaginative stories that include: (i)a clearly defined focus, plot, and point of view; (ii) a specific, believable setting created through the use of sensory details; (iii) dialogue that develops the story;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2013			
Prompt: Write a story about taking care of something or someone. Be sure that your story is focused and complete and that it has an interesting plot and engaging characters.			

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Literary Text/Imaginative/Engaging Story

TEK: (Grades K-8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
(Courses Eng I-IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 15(A) (S) write imaginative stories that include: (i) a clearly defined focus, plot, and point of view; (ii) a specific, believable setting created through the use of sensory details; (iii) dialogue that develops the story;	SE: 15(A) (S) write imaginative stories that include: (i) a clearly defined focus, plot, and point of view; (ii) a specific, believable setting created through the use of sensory details; (iii) dialogue that develops the story;	SE: 16(A)(S)write imaginative stories that build the plot to a climax and contain details about the characters and setting;	SE: 16(A)(S)write imaginative stories that build the plot to a climax and contain details about the characters and setting;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Literary Text/Imaginative/Engaging Story

TEK: (Grades K-8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
(Courses Eng I-IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 16(A)(S)write imaginative stories that build the plot to a climax and contain details about the characters and setting;	SE: 18(A)(R)write brief stories that include a beginning, middle, and end;	SE: 18(A)(R)write brief stories that include a beginning, middle, and end;	SE: 14(A) (R)dictate or write sentences to tell a story and put the sentences in chronological sequence;
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Poetry

TEK: (Grades K-8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
(Courses Eng I-IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 14 (B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse);	SE: 14 (B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse);	SE: 14 (B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse);	SE: 14 (B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Poetry

TEK: (Grades K-8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
(Courses Eng I-IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 14 (B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse);	SE: 15 (B) (S) write a poem using: (i) poetic techniques (e.g., rhyme scheme, meter); (ii) figurative language (e.g., personification, idioms, hyperbole); (iii) graphic elements (e.g., word position)	SE: 15 (B) (S) write a poem using: (i) poetic techniques (e.g., rhyme scheme, meter); (ii) figurative language (e.g., personification, idioms, hyperbole); (iii) graphic elements (e.g., word position)	SE: 15 (B) (S) write a poem using: (i) poetic techniques (e.g., alliteration, onomatopoeia); (ii) figurative language (e.g., similes, metaphors); (iii) graphic elements (e.g., capital letters, line length)
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Poetry

TEK: (Grades K-8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
(Courses Eng I-IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 15 (B) (S) write a poem using: (i) poetic techniques (e.g., alliteration, onomatopoeia); (ii) figurative language (e.g., similes, metaphors); (iii) graphic elements (e.g., capital letters, line length)	SE: 15 (B) (S) write a poem using: (i) poetic techniques (e.g., alliteration, onomatopoeia); (ii) figurative language (e.g., similes, metaphors); (iii) graphic elements (e.g., capital letters, line length)	SE: 16 (B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)	SE: 16 (B) (S) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Poetry

TEK: (Grades K-8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
(Courses Eng I-IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 16 (B) (S) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)	SE: 15 (B) (S) write short poems that convey sensory details	SE: 15 (B) (S) write short poems that convey sensory details	SE: 14 (B) (S) write short poems
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Literary Texts

TEK: (Eng. I - IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 14(C) Write a script with an explicit or implicit theme, using a variety of literary techniques.	SE: 14(C) Write a script with an explicit or implicit theme, using a variety of literary techniques.	SE: 14(C) Write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	SE: 14(C) Write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Personal Narrative

TEK: (Grades 3 – 8) Students write about their own experiences. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE:	SE: 16(A) (R) write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.	SE: 16(A) (R) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	SE: 16(A) (R) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
		Prompt: Write a personal narrative about a time when you had fun participating in an activity with other people. Be sure to write about your experience in detail and describe why it was memorable. Personal Narrative	

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Personal Narrative

TEK: (Grades 3 – 8) Students write about their own experiences. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 16(A) (R) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences	SE: 17(A) (R) write a personal narrative that conveys thoughts and feelings about an experience	SE: 17 (A) (R) write about important personal experiences	SE: 17 (A) (R) write about important personal experiences
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
			<u>Central Idea</u> Supporting detail Explanations (3) What/who is your favorite, subject/ teacher/ parent, conclusion
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			Central idea

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Expository/Procedural

TEK: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 15 (A) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant and substantial evidence and well-chosen details; (vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; (vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it;	SE: 15 (A) (R) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant and substantial evidence and well-chosen details; (vi) information on multiple relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources;	SE: 15 (A) (R) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a clear thesis statement or controlling idea; (iv) an organizing structure appropriate to purpose, audience, and context; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant and substantial evidence and well-chosen details; (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement	SE: 15 (A) (R) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a clear thesis statement or controlling idea; (iv) an organizing structure appropriate to purpose, audience, and context; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant and substantial evidence and valid details;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			7/81%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		15 A - 5/61%	15A - 3/46%
		6.Zane wants to add a sentence to the end of the first paragraph (sentences (1-9) to better articulate the thesis of his paper. Consider the paper as a whole, paying careful attention to the first and second paragraphs. Which of the following ideas would best follow sentence 9 and express a controlling idea in this paper? F. Laparoscopic surgery is an important process that is now new and improved. G. Robotic surgery, an enhanced form of	7.The third paragraph (sentences 14-18) starts abruptly. Which sentence could be added before sentence 14 to best introduce the ideas presented in this paragraph? A. The “human calculator” is a person who thinks like a calculator. B. Helping people is important to the “human calculator.” C. today Flansburg has a mission. D. Flansburg solves problems that are

		<p>laparoscopic surgery, offered solutions to some of these problems.</p> <p>H. Most doctors would call laparoscopic surgery a huge success, even with its problems.</p> <p>J. Solutions were needed immediately.</p>	<p>complicated.</p>
		<p>9. Zane wants to provide more detail in sentence 23. Which of the following could replace sentence 23 and best accomplish this goal?</p> <p>A. Could this be a way to provide and give better medical care to people who may really need it today/</p> <p>B. Could this be a method for providing better and improved medical care to people who live in places outside the United States?</p> <p>C. Could this be a way to provide better medical care to people in rural communities, war zones, or isolated parts of the world?</p> <p>D. Could this be a way for excited and engaged doctors to provide enriched medical care to people and patients whom they care so much about?</p>	<p>10. Which sentence could best be added after sentence 24 to support the idea expressed in this sentence?</p> <p>F. It is supposed to promote numeracy among people throughout the world.</p> <p>G. Flansburg has been featured on Fox News, CNN, and the Discovery Channel.</p> <p>H. Numeracy is defined as the ability to reason with numbers and other mathematical concepts.</p> <p>J. This online celebration pits students of all ages against one another in live games of mental arithmetic.</p>
		<p>10. Zane wants to add some questions after sentence 25 to help close this paper. Which of the following could best be added after sentence 25?</p> <p>F. But what about 20 or 30 years from now? Could robotics provide treatments that are unheard of today?</p> <p>G. What is technology used for today? How will it be used when you are an adult?</p> <p>H. Are there places that are too remote to get a connection? Are there people who don't even have access to a computer?</p> <p>J. does your computer always work? Can you depend on technology when you need it?</p>	<p>Prompt: Write an essay explaining why it is sometimes necessary to take a chance.</p> <p>Expository</p>
		<p>Prompt: Write an essay explaining the importance of getting to know people before forming an opinion about them. Expository</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Expository/Procedural

TEK: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 15 (A) (R) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a clear thesis statement or controlling idea; (iv) an organizing structure appropriate to purpose, audience, and context; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant and substantial evidence and valid details;	SE: 17 (A) (R) write a multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; (iv) accurately synthesizes ideas from several sources;	SE: 17 (A) (R) write a multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; (iv) accurately synthesizes ideas from several sources;	SE: 17 (A) (R) create multi-paragraph essay to convey information about a topic that: (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader’s understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; (v) use a variety of sentence structures and transitions to link paragraphs;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012 7/81%	STAAR 2012	STAAR 2012 11/67%	STAAR 2012
STAAR 2013 3/46%	STAAR 2013	STAAR 2013 8/77%	STAAR 2013
7.The third paragraph (sentences 14-18) starts abruptly. Which sentence could be added before sentence 14 to best introduce the ideas presented in this paragraph? A. The “human calculator” is a person who thinks like a calculator. B. Helping people is important to the “human calculator.” C. today Flansburg has a mission. D. Flansburg solves problems that are complicated.		Prompt: Write an essay explaining the importance of never giving up. Expository	
10.Which sentence could best be added after sentence 24 to support the idea expressed in this sentence? F. It is supposed to promote numeracy among people throughout the world. G. Flansburg has been featured on Fox		1.Nikki needs to establish a more effective controlling idea in her paper. Which rewrite of sentence 8 can BEST accomplish this goal? A. The nation’s air traffic controllers have to sit in front of computer screens. B. They work day and night to keep millions of	

<p>News, CNN, and the Discovery Channel.</p> <p>H. Numeracy is defined as the ability to reason with numbers and other mathematical concepts.</p> <p>J. This online celebration pits students of all ages against one another in live games of mental arithmetic.</p>		<p>air travelers safe.</p> <p>C. With so many planes in the sky, they are critical folks.</p> <p>D. the air traffic controllers are important contributors to the scene.</p>	
<p>Prompt: Write an essay explaining why it is sometimes necessary to take a chance. Expository</p>		<p>2. What is the BEST revision to make in sentence 13?</p> <p>F. Controllers on the ground will let you know which runway to use they'll also let you know when it's your turn to take off.</p> <p>G. Controllers on the ground will let you know which runway to use. And when it's your turn to take off.</p> <p>H. Controllers are on the ground which will let you know which runway to use and when it's your turn to take off.</p> <p>J. Sentence 13 does not need to be revised.</p>	
		<p>3. Nikki would like to add a phrase to the beginning of sentence 14 to help transition from the third paragraph (sentences 9-13) to the fourth paragraph (sentences 14-17). Which of the following could Nikki add to the beginning of sentence 14 to achieve this goal?</p> <p>A. Once your plane is in the air</p> <p>B. Before that</p> <p>C. With that in mind</p> <p>D. Over and above all else</p>	
		<p>4. What is the BEST way to combine sentences 16 and 17?</p> <p>F. However, you'll move from one part of the country to another when you'll be handed off from one regional control center to another.</p> <p>G. As you move from one part of the country to another, you'll be handed off from one regional control center to another.</p> <p>H. You'll move from one part of the country to another, you'll be handed off from one regional control center to another.</p>	
		<p>12. What is the BEST way to combine sentences 6 and 7?</p> <p>F. The first stop for these items is probably a materials recovery facility, or MRF, where the real recycling takes place.</p> <p>G. The first top for these items is probably a materials recovery facility, an MRF, this is where the real recycling takes place.</p> <p>H. The first stop for these items is probably a materials recovery facility, where the real</p>	

		<p>recycling takes place, an MRF.</p> <p>J. The first stop for these items is probably a materials recovery facility and an MRF, where the real recycling takes place.</p>	
		<p>13. Miles would like to add the following detail to the second paragraph (sentences 6-15). <i>Eventually only glass items remain on the belt, and these are dumped into their own container.</i></p> <p>Where is the BEST place to insert this sentence?</p> <p>A. After sentence 8 B. After sentence 9 C. After sentence 13 D. After sentence 15</p>	
		<p>14. Miles is concerned that there is a sentence in the third paragraph (sentences 16-22) that does not add anything to this paper. Which sentence should Miles delete from this paragraph?</p> <p>F. Sentence 19 G. Sentence 20 H. Sentence 21 J. Sentence 22</p>	
		<p>16. Miles is not pleased with the way he ended his paper. He would like to delete sentences 28 and 29 and replace them with sentences that would bring the paper to a better close. Which of the following could BEST close this paper?</p> <p>F. So if saving energy and conserving the environment are important to you, keep tossing your recyclables into a designated bin. Your efforts are making a difference.</p> <p>G. If you believe that you can make a difference in your city, then you should recycle. It's a powerful way to make that difference you're hoping for.</p> <p>H. Do you believe that recycling is the most important thing you could ever do? Take a look at the research if you disagree.</p> <p>J. So starting today, learn about recycling centers. You'll discover that this is a fascinating topic, and you'll want to share what you learn with others.</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Expository/Procedural

TEK: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 17 (A) (R) create multi-paragraph essay to convey information about a topic that: (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader’s understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; (v) use a variety of sentence structures and transitions to link paragraphs;	SE: 18 (A) (R) create multi-paragraph essay to convey information about a topic that: (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader’s understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; (v) use a variety of sentence structures and transitions to link paragraphs;	SE: 18 (A) (R) create brief compositions that: (i) establish a central idea in a topic sentence; (iii) contain a concluding statement; (ii) include supporting sentences with simple facts, details, and explanations;	SE: 20 (A) (R) create brief compositions that: (i) establish a central idea in a topic sentence; (iii) contain a concluding statement; (ii) include supporting sentences with simple facts, details, and explanations;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012 2/37%	STAAR 2012
STAAR 2013	STAAR 2013	STAAR 2013 3/48%	STAAR 2013
		Prompt #1 Expository Write about your favorite time of year. Explain what makes it special to you.	
		14. Malcolm wants to improve the topic sentence he has written at the end of the second paragraph (sentences 4-7). Which of the following could BEST replace sentence 7? F. The <i>biblioburro</i> is that. G. This unique bookmobile is called the <i>biblioburro</i> . H. The donkeys are in the <i>biblioburro</i> . J. It is a <i>biblioburro</i> bookmobile with donkeys and books, too.	
		16. Malcolm wants to add another detail to the fifth paragraph (sentences 18020). Which sentence belongs in this paragraph and could BEST follow sentence 20? F. There were so many people donating books in no time.	

		G. Now Soriano's mobile library includes more than 4,800 books. H. People can be so thoughtful and nice. J. Soriano loves his home country of Colombia.	
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English Language Arts
Vertical Alignment by Grade

Strand: Writing/Expository/Procedural

TEK: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 20 (A) (R) create brief compositions that: (i) establish a central idea in a topic sentence; (iii) contain a concluding statement; (ii) include supporting sentences with simple facts, details, and explanations;	SE: 19 (A) write brief compositions about topics of interest to the student	SE: 19 (A) write brief compositions about topics of interest to the student	SE: 15 (A) dictate or write information for lists, captions, or invitations
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Expository/Letters

TEK: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 15 (B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: (v) appropriate organizational structures supported by facts and details (documented if appropriate); (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and address their potential problems and misunderstandings; (iv) accurate technical information in accessible language;	SE: 15 (B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: (v) appropriate organizational structures supported by facts and details (documented if appropriate); (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and consider their needs; (iv) accurate technical information in accessible language;	SE: 15 (B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques; (iii) anticipation of readers' questions;	SE: 15 (B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques;
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Expository/Letters

TEK: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 15 (B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques;	SE: 17 (B) (S) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;	SE: 17 (B) (S) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;	SE: 17 (B) (S) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Expository/Letters

TEK: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 17 (B) (S) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	SE: 18 (B) (S) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	SE: 18 (B) (S) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	SE: 20 (B) (S) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Expository/Letters

TEK: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 20 (B) (S) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	SE: 19 (B) (S) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);	SE: 19 (B) (S) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Expository/Literary Responses

TEK: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
<p>SE: 15(C) write an interpretation of an expository or a literary text that:</p> <ul style="list-style-type: none"> (i) advances a clear thesis statement; (ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text; (iii) analyzes the aesthetic effects of an author’s use of stylistic or rhetorical devices; (iv) identifies and analyzes ambiguities, nuances, and complexities within the text; (v) anticipates and responds to readers’ questions and contradictory information; produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view. 	<p>SE: 15(C) (R) write an interpretation of an expository or a literary text that:</p> <ul style="list-style-type: none"> (i) advances a clear thesis statement; (ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text; (iii) analyzes the aesthetic effects of an author’s use of stylistic or rhetorical devices; (iv) identifies and analyzes ambiguities, nuances, and complexities within the text; (v) anticipates and responds to readers’ questions or contradictory information, produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view. 	<p>SE: 15(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:</p> <ul style="list-style-type: none"> (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; (iii) analyzes the aesthetic effects of an author’s use of stylistic and rhetorical devices; produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience. 	<p>SE: 15(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:</p> <ul style="list-style-type: none"> (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; (iii) analyzes the aesthetic effects of an author’s use of stylistic and rhetorical devices; produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Expository/Literary Responses

TEK: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: SE: 15(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that: (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; (iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	SE: 17(C) (S) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; produce a multimedia presentation involving text, graphics, images, and sound using available technology	SE: 17(C) Write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; produce a multimedia presentation involving text and graphics using available technology	SE: 17(C) (S) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding; produce a multimedia presentation involving text and graphics using available technology
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Expository/Literary Responses

TEK: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 17(C) (S) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding; produce a multimedia presentation involving text and graphics using available technology	SE: 18(C) (S) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding	SE: 18(C) (S) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding	SE: 20(C) (S) write responses to literary or expository texts that demonstrate an understanding of the text
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Expository/Literary Responses

TEK: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: SE: 20(C) (S) write responses to literary or expository texts that demonstrate an understanding of the text	SE: 19 (C) (S) write brief comments on literary or informational texts	SE: 19 (C) (S) write brief comments on literary or informational texts	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Persuasive Writing/Essays/Thesis

TEK: (Grades 2–6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:
(Grades 7–8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:
(Courses Eng. I–II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:
(Courses Eng. III–IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 16(A) a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);	SE: 16(A) (R)a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;	SE: 16(A) (R)a clear thesis or position based on logical reasons supported by precise and relevant evidence;	SE: 16(A) (R)a clear thesis or position based on logical reasons supported by precise and relevant evidence;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			16A-2/55%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		16A-3/60%	16A-2/53%
		11. Sentence 4 is a weak attempt at a thesis statement. How can Kate revise this sentence to more clearly establish the thesis of her paper? A. Every single American kid needs to and must learn another language today. B. Learning another language will change the lives of American kids, as well as the lives of their parents and neighbors. C. It’s important to learn another language so that you’ll be able to communicate in the global market that will surely be part of your future. D. Every American teenager should learn at least one other language, for both personal and professional benefit.	3. Leah wants to add some detail to the idea she expressed in sentence 10. Which of these sentences could best follow and support sentence 10? A. It can be exhausting and draining. B. In the first three hours of the school day, a student might be asked to solve a linear equation, analyze a scene from a play by Shakespeare, and memorize the parts of a cell. C. Once I had to work on a set of math problems all afternoon, and by the end of the day, I was ready to take a long nap. D. Some scientists believe that what we eat is related to our willingness and ability to work hard enough to achieve success.

		<p>15. Kate thinks there is a sentence in the fourth paragraph (sentences 15-21) that should be deleted. Reread the paragraph. Which sentence, if any, should be deleted from this paragraph?</p> <p>A. Sentence 17 B. Sentence 18 C. Sentence 20 D. No sentence should be deleted from the paragraph.</p>	<p>15. How can Adam revise sentence 25 to more clearly emphasize the thesis of his paper?</p> <p>A. Yet for the local consumer, the farmers' market has a host of advantages that make it difficult to ignore as a viable option. B. However, for environmentally conscious consumers who want the freshest, best-tasting, and most nutritious fruits and vegetables, the local farmers' market is the better choice. C. Check today to see whether you have a farmers' market in your area; you won't regret it. D. On the other hand, the local farmers' market is a good way to help yourself and your community.</p>
		<p>Prompt: Write an essay stating your position on whether it is better to live in a large city or in a small town.</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Persuasive Writing/Essays/Thesis

TEK: (Grades 2–6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:
 (Grades 7–8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:
 (Courses Eng. I–II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:
 (Courses Eng. III–IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 16(A) (R) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	SE: 16(A) (S) establishes a clear thesis or position;	SE: 16(A) (S) establishes a clear thesis or position;	SE: 18(A) (S) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012			
16A-2/55%			
STAAR 2013			
16A-2/53%			
3. Leah wants to add some detail to the idea she expressed in sentence 10. Which of these sentences could best follow and support sentence 10? A. It can be exhausting and draining. B. In the first three hours of the school day, a student might be asked to solve a linear equation, analyze a scene from a play by Shakespeare, and memorize the parts of a cell. C. Once I had to work on a set of math problems all afternoon, and by the end of the day, I was ready to take a long nap. D. Some scientists believe that what we eat is related to our willingness and ability to work hard enough to achieve success.			
15. How can Adam revise sentence 25 to			

<p>more clearly emphasize the thesis of his paper?</p> <p>A. Yet for the local consumer, the farmers' market has a host of advantages that make it difficult to ignore as a viable option.</p> <p>B. However, for environmentally conscious consumers who want the freshest, best-tasting, and most nutritious fruits and vegetables, the local farmers' market is the better choice.</p> <p>C. Check today to see whether you have a farmers' market in your area; you won't regret it.</p> <p>D. On the other hand, the local farmers' market is a good way to help yourself and your community.</p>			
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English Language Arts
Vertical Alignment by Grade

Strand: Writing: Persuasive Writing/Essays/Thesis

TEK: (Grades 2–6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:
 (Grades 7–8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:
 (Courses Eng. I–II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:
 (Courses Eng. III–IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 18(A) (S) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	SE: 18(A) (S) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	SE: 19(A) write persuasive essays for appropriate audiences that establish a position and use supporting details	SE: 19(A) write persuasive essays for appropriate audiences that establish a position and use supporting details
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing: Persuasive Writing/Essays/Thesis

TEK: (Grades 2–6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:
 (Grades 7–8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:
 (Courses Eng. I–II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:
 (Courses Eng. III–IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 19(A) write persuasive essays for appropriate audiences that establish a position and use supporting details	SE: 20(A) (S) write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Persuasive Texts

TEK: (Grades 7–8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:

(Courses Eng. I–II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:

(Courses Eng. III–IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 16(B)accurate and honest representation of divergent views (i.e., in the author’s own words and not out of context); 16(D) information on the complete range of relevant perspectives; 16(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); 16(G) an awareness and Anticipation of audience response that is reflected in different levels of formality, style, and tone.	SE: 16(B)accurate and honest representation of divergent views (i.e., in the author’s own words and not out of context); 16(D) information on the complete range of relevant perspectives; 16(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs);	SE: 16(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author’s own words and not out of context); 16(C) counter-arguments based on evidence to anticipate and address objections; 16(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).	SE: 16(B) (S) consideration of the whole range of information and views on the topic and accurate and honest representation of these views; 16(C) counter-arguments based on evidence to anticipate and address objections;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Persuasive Texts

TEK: (Grades 7–8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:

(Courses Eng. I–II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:

(Courses Eng. III–IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 16(B) (S) consideration of the whole range of information and views on the topic and accurate and honest representation of these views; 16(C) counter-arguments based on evidence to anticipate and address objections;	SE: 18(S) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments;	SE: 18(S) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments;	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Persuasive Texts/Reliability

TEK: (Grades 7–8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:

(Courses Eng. I–II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:

(Courses Eng. III–IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 16(C) an organizing structure appropriate to the purpose, audience, and context 16(E) demonstrated consideration of the validity and reliability of all primary and secondary sources	SE: 16(C) an organizing structure appropriate to the purpose, audience, and context 16(E) demonstrated consideration of the validity and reliability of all primary and secondary sources	SE: 16(D) (R) an organizing structure appropriate to the purpose, audience, and context; 16(E) (R) an analysis of the relative value of specific data, facts, and ideas.	SE: 16(D) (R) an organizing structure appropriate to the purpose, audience, and context; 16(E) (R) an analysis of the relative value of specific data, facts, and ideas.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			NT
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
			16E-1/79% 16D-3/70%
			4. Leah would like to provide some strong evidence to support the ideas she is proposing in the third paragraph (sentences 10-14). Read the following quotations and analyze the information presented in each. Which quotation would be best to insert after sentence 13 to add credibility to the ideas in this paragraph? F. According to Dr. John Ratey, a professor at Harvard Medical School, “exercise provides an unparalleled stimulus, creating an environment in which the brain is ready, willing, and be able to learn.” G. Thomas Edison once said, “The doctor of the future will give no medicine, but instead will interest his patients in the care of the human frame, in diet, and in the cause and prevention of disease.”

			<p>H. In the preamble to its constitution, the world Health Organization states, “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”</p> <p>J. Plato, a philosopher who lived more than 2,000 years ago, wrote, “Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it.”</p>
			<p>2. Leah wants to add the following idea to the second paragraph (sentences 4-9). <i>Some resort to the faster à la carte line to grab chips and a drink; others skip lunch altogether.</i> Reread the paragraph carefully. Where is the most effective place to add this sentence?</p> <p>F. After sentence 6 G. After sentence 7 H. After sentence 8 J. After sentence 9</p>
			<p>13. Adam wants to improve the transition from the third paragraph (sentences 11-18) to the fourth paragraph (sentences 19-23). How can Adam revise sentence 19 to provide a more effective transition?</p> <p>A. Food that is grown locally is just a more healthful choice. B. Finally, buying food from local farmers can benefit the environment. C. As distance declines, the amount of fuel needed also declines. D. This last reason to buy local is an important one.</p>
			<p>14. Adam would like to add the following detail to the fourth paragraph (sentences 19-23). <i>Customers bring their own reusable bags to carry their fresh food home.</i> Where should he insert this sentence?</p> <p>F. After sentence 20 G. After sentence 21 H. After sentence 23 J. Adam should not add this detail to the fourth paragraph.</p>

English Language Arts
Vertical Alignment by Grade

Strand: Writing/Persuasive Texts/Reliability

TEK: (Grades 7–8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:
(Courses Eng. I–II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:
(Courses Eng. III–IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 16(D) (R) an organizing structure appropriate to the purpose, audience, and context; 16(E) (R) an analysis of the relative value of specific data, facts, and ideas.	SE: 18(C) (S) includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion.	SE: 18(C) (S) includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion.	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012 16E-1/90%	STAAR 2012	STAAR 2012	STAAR 2012
STAAR 2013 16E-1/79% 16D-3/70%	STAAR 2013	STAAR 2013 18C-2/61%	STAAR 2013
4. Leah would like to provide some strong evidence to support the ideas she is proposing in the third paragraph (sentences 10-14). Read the following quotations and analyze the information presented in each. Which quotation would be best to insert after sentence 13 to add credibility to the ideas in this paragraph? F. According to Dr. John Ratey, a professor at Harvard Medical School, “exercise provides an unparalleled stimulus, creating an environment in which the brain is ready, willing, and be able to learn.” G. Thomas Edison once said, “The doctor of the future will give no medicine, but instead will interest his patients in the care of the human frame, in diet, and in the cause and prevention of disease.”		8. Justin would like to add the following sentence to the fourth paragraph (sentences 10-16). <i>It seems that everything I need is just minutes away.</i> Where is the BEST place to insert this sentence? F. At the beginning of the paragraph G. After sentence 10 H. After sentence 11 J. This sentence is not relevant and should not be added to this paragraph	

<p>H. In the preamble to its constitution, the world Health Organization states, “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”</p> <p>J. Plato, a philosopher who lived more than 2,000 years ago, wrote, “Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it.”</p>			
<p>2. Leah wants to add the following idea to the second paragraph (sentences 4-9). <i>Some resort to the faster à la carte line to grab chips and a drink; others skip lunch altogether.</i></p> <p>Reread the paragraph carefully. Where is the most effective place to add this sentence?</p> <p>F. After sentence 6 G. After sentence 7 H. After sentence 8 J. After sentence 9</p>		<p>9. Justin would like to tell more about the idea he expressed in sentence 21. Which sentence could BEST follow and support sentence 21?</p> <p>A. The restaurants offer a variety of foods from so many different places around the globe. B. There are people from every country in the world who live near me now. C. China, Japan, Korea and Thailand are thousands of miles away from the world I know. D. One day I can eat a gyro, a type of Greek sandwich, and the next day I can enjoy <i>phở</i>, a Vietnamese noodle soup.</p>	
<p>13. Adam wants to improve the transition from the third paragraph (sentences 11-18) to the fourth paragraph (sentences 19-23). How can Adam revise sentence 19 to provide a more effective transition?</p> <p>A. Food that is grown locally is just a more healthful choice. B. Finally, buying food from local farmers can benefit the environment. C. As distance declines, the amount of fuel needed also declines. D. This last reason to buy local is an important one.</p>			
<p>14. Adam would like to add the following detail to the fourth paragraph (sentences 19-23). <i>Customers bring their own reusable bags to carry their fresh food home.</i></p> <p>Where should he insert this sentence?</p> <p>F. After sentence 20 G. After sentence 21 H. After sentence 23 J. Adam should not add this detail to the fourth paragraph.</p>			

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech

TEK: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 17(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases);	SE: 17(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases);	SE: 17(A) (R) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	SE: 17(A) (R) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			NT
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		17A-3/79%	17A-1/80%
		17. What change needs to be made in sentence 7? A. Change others to other’s B. Change is to are C. Change quite to quiet D. Change accessible to accessable	21. What change should be made in sentence 26? A. Change We returned to Returning B. Delete the comma C. Change an hour to a hour D. Change took to taken
		21. What change, if any, needs to be made in sentence 23? A. Change begun to began B. Insert a comma after other C. Change tragedy to trajedy D. No change needs to be made in sentence 23.	
		29. What change, if any, needs to be made in sentence 21? A. Change wears to wear’s B. Change towed to tows C. Change buoy to bouy D. No change needs to be made in this sentence.	

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech

TEK: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 17(A) (R) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	SE: 19(A) (S) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	SE: 19(A) (R) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	SE: 19(A) (S) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
NT		19A-2/46%	
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
17A-1/80%		19A-2/81%	
21. What change should be made in sentence 26? A. Change We returned to Returning B. Delete the comma C. Change an hour to a hour D. Change took to taken		What change, if any, should be made in sentence 30? A. Change arrangements to arangements B. Change is causing to are causing C. Change a lot to alot D. Make no change	
		What change, if any, should be made in sentence 3? A. Change specially to specialy B. Change were also doing to are also doing C. Insert a comma after work D. No change should be made in sentence 3.	

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech

TEK: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 17(A) (S) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	SE: 17(A) (S) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	SE: 17(A) (R) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	SE: 19(A) (S) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
		Prompt: Write about a time when someone said you did a great job.	

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech

TEK: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 19(A) (S) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	SE: 21(A)(S) understand and use the following parts of speech in the context of reading, writing, and speaking:	SE: 21(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	SE: 16(A) S) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Verbs

TEK: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE:	SE:	SE: 17 A (i) (R) More complex active and passive tenses and verbals (e.g., gerunds, infinitives, participles);	SE: 17 A (i) (R) More complex active and passive tenses and verbals (e.g., gerunds, infinitives, participles);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Verbs

TEK: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 17 A (i) (R) More complex active and passive tenses and verbals (e.g., gerunds, infinitives, participles);	SE: 19 A (i) (S) verbs (perfect and progressive tenses) and participles;	SE: 19 A (i) (R) verbs (perfect and progressive tenses) and participles;	SE: 20A (I) (S) verbs (irregular verbs and active and passive voice);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Verbs

TEK: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 20A (I) (S) verbs (irregular verbs and active and passive voice);	SE: 20A (I) (S) verbs (irregular verbs and active voice);	SE: 20A (i) (R) verbs (irregular verbs);	SE: 22A(i) (S) verbs (past, present, and future)
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012 20A-3/66%	STAAR 2012
STAAR 2013	STAAR 2013	STAAR 2013 20A-2/67%	STAAR 2013
		18. What change needs to be made in sentence 9? F. Change little to littel G. Change the comma to a period H. Insert a comma after catching J. Change good to well	
		27. How should sentence 21 be changed? A. Change builded to built B. Change that to they C. Change were to was D. Sentence 21 should not be changed.	

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Verbs

TEK: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 22A(i) (S) verbs (past, present, and future)	SE: 22A(i) (S) verbs (past, present, and future)	SE: 22A(i) verbs (past, present, and future)	SE: 22A(i) (S) verbs (past, and future tenses when speaking;)
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Nouns

TEK: **(Grades K-6)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 19A(ii) (S) non-count nouns (e.g., rice, paper);	SE: 20A(ii) (S) collective nouns (e.g., class, public);	SE: 20A(ii)(R) nouns (singular/plural, common/ proper)	SE: 22A(ii) (S) nouns (singular/plural, common/ proper)
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Nouns

TEK: **(Grades K-6)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 22A(ii) (S)nouns (singular/plural, common/ proper)	SE: 22A(ii) (S)nouns (singular/plural, common/ proper)	SE: 22A(ii) nouns (singular/plural, common/ proper)	SE: 16A(ii) (S)nouns (singular/ plural);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Adjectives

TEK: **(Grades K-6)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 19A(iii) (S)predicate adjectives (She is <i>intelligent.</i>) and their comparative and superlative forms (e.g., many, more, most);	SE: 20A(iii) (S)adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);	SE: 20A(iii) (R)adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);	SE: 22A(iii) (S) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Adjectives

TEK: **(Grades K-6)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 22A(iii) (S) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);	SE: 21A(iii)(S) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);	SE: 20(A)(iii) adjectives (e.g., descriptive: green, tall);	SE: 16(A)(iii) (S) descriptive words;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Adverbs

TEK: (Grades 1-7) Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE:	SE:	SE: 19(A)(iv) (R) conjunctive adverbs (e.g., consequently, furthermore, indeed);	SE: 19(A)(iv) (S) conjunctive adverbs (e.g., consequently, furthermore, indeed);
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Adverbs

TEK: **(Grades 1-7)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 19(A)(iv) (S) conjunctive adverbs (e.g., consequently, furthermore, indeed);	SE: 20(A)(iv) (S) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);	SE: 20(A)(iv) (R) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);	SE: 22(A)(iv) (S) adverbs (e.g., time: before, next; manner: carefully, beautifully);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Adverbs

TEK: **(Grades 1-7)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 22(A)(iv) (S) adverbs (e.g., time: before, next; manner: carefully, beautifully);	SE: 22(A)(iv) (S) adverbs (e.g., time: before, next; manner: carefully, beautifully);	SE: 20(A)(iv) adverbs (e.g., time: before, next);	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Prepositions

TEK: **(Grades K-7)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE:	SE:	SE: 19A(v) (R)prepositions and prepositional phrases and their influence on subject verb agreement;	SE: 19A(v)(S) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Prepositions

TEK: **(Grades K-7)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 19A(v)(S) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	SE: 20A(v)(S) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	SE: 20A(v)(R) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	SE: 22A(v) (S)prepositions and prepositional phrases;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Prepositions

TEK: **(Grades K-7)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 22A(v) (S)prepositions and prepositional phrases;	SE: 22A(v) (S)prepositions and prepositional phrases;	SE: 22A(v) (S)prepositions and prepositional phrases;	SE: 16A(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on,)
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Pronouns

TEK: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE:	SE:	SE: 17A(ii) (R)restrictive and nonrestrictive relative clauses; (iii) reciprocal pronouns (e.g., each other, one another);	SE: 17A (ii) (R)restrictive and nonrestrictive relative clauses; (iii) reciprocal pronouns (e.g., each other, one another);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Pronouns

TEK: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 17A(ii) (R)restrictive and nonrestrictive relative clauses; (iii) reciprocal pronouns (e.g., each other, one another);	SE: 19A(iv) (S)relative pronouns (e.g., whose, that, which);	SE: 19A(iv) (R)relative pronouns (e.g., whose, that, which);	SE: 19A(vi) (S) indefinite pronouns (e.g., all, both, nothing, anything);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Pronouns

TEK: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 19A(vi) (S)indefinite pronouns (e.g., all, both, nothing, anything);	SE: 20A(vi) (S)indefinite pronouns (e.g., all, both, nothing, anything);	SE: 20A(vi) (R)reflexive pronouns (e.g., myself, ourselves);	SE: 20A(vi) (S)reflexive pronouns (e.g., myself, ourselves);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Pronouns

TEK: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 20A(vi) (S) reflexive pronouns (e.g., myself, ourselves);	SE: 21A(vi) (S) pronouns (e.g., he, him);	SE: 20A (vi) pronouns (e.g., I, me);	SE: 20A (vi) pronouns (e.g., I, me);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Conjunctions

TEK: **(Grades 3 – 8)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE:	SE: 19A(S)(v) subordinating conjunctions (e.g., because, since);	SE: 19A(R)(vii) subordinating conjunctions (e.g., because, since);	SE: 19A(vii)(S) subordinating conjunctions (e.g., while, because, although, if);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions: Parts of Speech/Conjunctions

TEK: **(Grades 3 – 8)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 19A (vii) (S) subordinating conjunctions (e.g., while, because, although, if);	SE: 20A (vii) (S) subordinating conjunctions (e.g., while, because, although, if);	SE: 20A(vii) (R) correlative conjunctions (e.g., either/or, neither/nor);	SE: 22A(vii) (S) coordinating conjunctions (e.g., and, or, but);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Transition Words

TEK: **(Grades 1– 7)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE:	SE:	SE: 19A(viii) (R)transitions for sentence to sentence or paragraph to paragraph coherence;	SE: 19A(viii) (S)transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Transition Words

TEK: **(Grades 1 – 7)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 19A(viii) (S)transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);	SE: 20A(viii) (S) transitional words (e.g., also, therefore);	SE: 20A (viii) (R)use time-order transition words and transitions that indicate a conclusion;	SE: 22A(viii) (S) time-order transition words and transitions that indicate a conclusion
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Transition Words

TEK: **(Grades 1 – 7)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 22A(viii) (S) time-order transition words and transitions that indicate a conclusion	SE: 21A(vii) (S)time order transition words;	SE: 21A(vii) time order transition words;	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Appositives/Phrases

TEK: **(Grades 6 – 8)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE:	SE: 19(A)(ii) appositive phrases; (iii) Adverbial and adjectival phrases and clauses;	SE: 19(A)(ii) appositive phrases; (iii) Adverbial and adjectival phrases and clauses;	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Subject-Verb Agreement

TEK: **(Grades K – 8)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE:	SE: 19B (R) write complex sentences and differentiate between main versus subordinate clauses;	SE: 19B (S) write complex sentences and differentiate between main versus subordinate clauses;	SE: 19(B) differentiate between the active and passive voice and know how to use them both;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Subject-Verb Agreement

TEK: **(Grades K – 8)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 19(B) differentiate between the active and passive voice and know how to use them both;	SE: 20B (R) use the complete subject and the complete predicate in a sentence	SE: 20B (R) use the complete subject and the complete predicate in a sentence	SE: 20B (R) use the complete subject and the complete predicate in a sentence
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012 20B-3/47%	STAAR 2012
STAAR 2013	STAAR 2013	STAAR 2013 20B-3/62%	STAAR 2013
		12. What is the correct way to write sentences 35 and 36? F. Besides, I don’t think we should have laughed nearly as hard if our cookies had been just perfect. G. Besides, I don’t think. That we would have laughed nearly as hard if our cookies had been just perfect. H. Besides, I don’t think that we would have. Laughed nearly as hard if our cookies had been just perfect. J. Sentences 35 and 36 are written correctly in the story.	
		19. What is the correct way to write sentence 13? A. I wanted to take it off my dad. Who kept telling me that I would get used to it. B. I wanted to take it off, and my dad kept telling me. That I would get used to it. C. I wanted to take it off, but my dad kept telling me that I would get used to it. D. The sentence is written correctly in the paper.	
		28. What is the correct way to write sentence	

		<p>22?</p> <p>F. Many people say that a big house is better, there are other people all over the world who disagree.</p> <p>G. While many people say that a big house is better. There are other people all over the world who disagree.</p> <p>H. Many people say that a big house is better, but there are other people all over the world. Who disagree.</p> <p>J. Sentence 22 is written correctly in the paper.</p>	
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English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Subject-Verb Agreement

TEK: **(Grades K – 8)** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 20B (R) use the complete subject and the complete predicate in a sentence ;	SE: 21(B) (S)use complete sentences with correct subject-verb agreement; 21(C) distinguish among declarative and interrogative sentences	SE: 20(B) (R) speak in complete sentences with correct subject-verb agreement; 20(C) Ask questions with appropriate subject-verb inversion.	SE: 16(B) (R) speak in complete sentences to communicate;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Subjunctive Mood

TEK: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE:	SE:	SE: 17 (B) identify and use the subjunctive mood to express doubts, wishes, and possibilities	SE: 17 (B) identify and use the subjunctive mood to express doubts, wishes, and possibilities
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Sentence Variety

TEK: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 17B use a variety of correctly structured sentences (e.g., compound, complex, compound complex).	SE: 17B (R) use a variety of correctly structured sentences (e.g., compound, complex, compound complex).	SE: 17C (R) use a variety of correctly structured sentences (e.g., compound, complex, compound complex).	SE: 17C (R) use a variety of correctly structured sentences (e.g., compound, complex, compound complex).
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			17C-3/66%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		17C-3/64%	17C-4/76%
		19. What is the correct way to write sentence 18? A. Mercutio baits Tybalt. Who calls him names and provokes a fight. B. Mercutio baits tybalt by calling him names. Which is provoking a fight. C. Mercution baits Tybalt, calling him names and provoking a fight. D. Sentence 18 is written correctly in the paper.	18. What is the correct way to write sentences 10 and 11? F. Finally, when I had to repair my broken glasses following a particularly rough basketball game is when I agreed. To give contact lenses a try. G. Finally, I had to repair my broken glasses following a particularly rough basketball game, then I agreed to give contact lenses a try. H. finally, after having to repair my broken glasses following a particularly rough basketball game, I agreed to give contact lenses a try. J. Sentences 10 and 11 are correct in the paper.
		26. What is the correct way to write sentence 8? F. The school will train any type of dog that weights at least 66 pounds and has a docile, obedient nature, but it favors Labradors, Newfoundlands, and golden retrievers. G. The school will train any type of dog that weights at least 66 pounds and has a docile, obedient nature. But it favors Labradors, Newfoundlands, and golden retrievers. H. The school will train any type of dog that weights at least 66 pounds, has a docile, obedient nature, and favors Labradors,	22. What is the correct way to write sentence 29? F. Now I pop my contacts in and out in seconds I love the freedom they give me. G. Now I pop my contacts in and out in seconds, which loves the freedom they give me. H. Now I pop my contacts in and out in seconds. Loving the freedom they give me. J. No I pop my contacts in and out in seconds, and I love the freedom they give me.

		Newfoundlands, and golden retrievers. J. The sentence is written correctly in the paper.	
		30. What is the correct way to write sentence 28? F. And their innate heroism and love of challenges. These turn these well-trained dogs into first-class lifeguards. G. And their innate heroism and love of challenges turn these well-trained dogs into first-class lifeguards. H. And their innate heroism turn these well-trained dogs into first-class lifeguards, it is also the love of challenges. J. Sentence 28 is written correctly in the paper.	25. What is the correct way to write sentence 5? A. Working with chalk on city sidewalks. He creates startling drawings that appear to be three-dimensional. B. Working with chalk on city sidewalks, he creates startling drawings they appear to be three-dimensional. C. Working with chalk on city sidewalks, he creates them. The startling drawings that appear to be three-dimensional. D. Sentence 5 is correct in the paper.
			26. What is the correct way to write sentence 11? F. Beever moves back and forth between the pavement and the camera. To carefully check every mark that he makes. G. Moving back and forth between the pavement and the camera, Beever carefully checks every mark that he makes. H. Back and forth between the pavement and the camera Beever moves. Carefully checking every mark that he makes. J. Sentence 11 is already correct in the paper.

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Sentence Variety

TEK: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 17C (R) use a variety of correctly structured sentences (e.g., compound, complex, compound complex).	SE: 19C (R) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses	SE: 19C (R) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses	SE: 19C (R) use complete simple and compound sentences with correct subject-verb agreement.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
17C-3/66%		19C-4/72%	
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
17C-4/76%		19C-2/76%	
18. What is the correct way to write sentences 10 and 11? F. Finally, when I had to repair my broken glasses following a particularly rough basketball game is when I agreed. To give contact lenses a try. G. Finally, I had to repair my broken glasses following a particularly rough basketball game, then I agreed to give contact lenses a try. H. finally, after having to repair my broken glasses following a particularly rough basketball game, I agreed to give contact lenses a try. J. Sentences 10 and 11 are correct in the paper.		20. What is the correct way to write sentences 9 and 10? F. It connects your brain to your spinal cord, this connects to most of the nerves in your body. G. Connecting your brain to your spinal cord and then to most of the nerves in your body. H. Connecting your brain to your spinal cord. It connects to most of the nerves in your body. J. It connects your brain to your spinal cord, which connects to most of the nerves in your body.	
22. What is the correct way to write sentence 29? F. Now I pop my contacts in and out in seconds I love the freedom they give me. G. Now I pop my contacts in and out in seconds, which loves the freedom they give		37. What is the correct way to write sentence 18? A. Jose Peruyero, a Florida dog trainer, explains that while a human can walk into a kitchen and know that a stew is cooking on the stove. A dog can be trained to distinguish a stew that has carrots in it from one that doesn't.	

<p>me. H. Now I pop my contacts in and out in seconds. Loving the freedom they give me. J. No I pop my contacts in and out in seconds, and I love the freedom they give me.</p>		<p>B. Jose Peruyero is a Florida dog trainer who explains that while a human can walk into a kitchen and know that a stew is cooking on the stove, a dog can be trained. To distinguish a stew that has carrots in it from one that doesn't. C. Jose Peruyero is a Florida dog trainer. Who explains that while a human can walk into a kitchen and know that a stew is cooking on the stove, a dog can be trained to distinguish a stew that has carrots in it from one that doesn't. D. Jose Peruyero, a Florida dog trainer, explains that while a human can walk into a kitchen and know that a stew is cooking on the stove, a dog can be trained to distinguish a stew that has carrots in it from one that doesn't.</p>	
<p>25. What is the correct way to write sentence 5? A. Working with chalk on city sidewalks. He creates startling drawings that appear to be three-dimensional. B. Working with chalk on city sidewalks, he creates startling drawings they appear to be three-dimensional. C. Working with chalk on city sidewalks, he creates them. The startling drawings that appear to be three-dimensional. D. Sentence 5 is correct in the paper.</p>			

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Sentence Variety

TEK: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 19C (R) use complete simple and compound sentences with correct subject-verb agreement.	SE: 19C (R) use complete simple and compound sentences with correct subject-verb agreement.	SE: 20C (R) use complete simple and compound sentences with correct subject-verb agreement.	SE: 22C (R) use complete simple and compound sentences with correct subject-verb agreement.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012 20C-1/58%	STAAR 2012
STAAR 2013	STAAR 2013	STAAR 2013 20C-1/67%	STAAR 2013
		24. What change, if any, needs to be made in sentence 7? A. Change don’t to doesn’t B. Change anything to nothing C. Delete the comma D. No change needs to be made.	

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Sentence Variety

TEK: Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 22C (R) use complete simple and compound sentences with correct subject-verb agreement.	SE: 16(C) (S) use complete simple sentences.	SE: 16(C) (S) use complete simple sentences.	SE: 16(C) (S) use complete simple sentences.
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Handwriting

TEK: **(Grades 5 – 12)** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:

4 th Grade	3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 21(A) write legibly by selecting cursive script or manuscript printing as appropriate;	SE: 23(A) (S) write legibly in cursive script with spacing between words in a sentence;	SE: 22(A) (R) write legibly leaving appropriate margins for readability;	SE: 21(A)(S) form upper- and lower-case letters legibly in text, using the basic conventions of print (left to- right and top-to-bottom progression), including spacing between words and sentences;	SE: 17(A)(R) form upper- and lower-case letters legibly using the basic conventions of print (left to- right and top-to-bottom progression);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Capitalization

TEK: Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 18A correctly and consistently use conventions of punctuation and capitalization	SE: 18A (R) correctly and consistently use conventions of punctuation and capitalization	SE: 18A (R) correctly and consistently use conventions of punctuation and capitalization	SE: 18A (R) correctly and consistently use conventions of punctuation and capitalization
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			NT
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		18A-1/84%	18A-1/49%
		24. What change, if any, should be made in sentence 5? F. Change agency to Agency G. Change has launched to have launched H. Insert a comma after program J. No change should be made.	29. What change needs to be made in sentence 20? a. Change It’s to Its B. Delete the comma after work C. Delete the comma after says D. Change But to but

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Capitalization

TEK: Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 18A (R) correctly and consistently use conventions of punctuation and capitalization	SE: 18A (S) correctly and consistently use conventions of punctuation and capitalization	SE: 20A (R) correctly and consistently use conventions of punctuation and capitalization	SE: 20A (S) correctly and consistently use conventions of punctuation and capitalization
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
NT		20A-3/61%	
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
18A-1/49%		20A-2/55%	
29. What change needs to be made in sentence 20? a. Change It’s to Its B. Delete the comma after work C. Delete the comma after says D. Change But to but		24.How should sentence 7 be changed? F. Delete the comma G. Change mom and dad to Mom and Dad H. Change theirs to there’s J. Sentence 7 should not be changed.	
		36.How should sentence 15 be changed? F. Change sense to scents G. Change than to then H. Change Person’s to person’s J. Sentence 15 does not need to be changed.	

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Capitalization

TEK: Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 20A (S) correctly and consistently use conventions of punctuation and capitalization	SE: 21A (S) correctly and consistently use conventions of punctuation and capitalization	SE: 21B (R) use capitalization for: (i) historical events and documents; (ii) titles of books, stories, and essays; (iii) languages, races, and nationalities;	SE: 23(S) use capitalization for: (iii) official titles of people; (i) geographical names and places; (ii) historical periods;
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Capitalization

TEK: Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 23(S) use capitalization for: (iii) official titles of people; (i) geographical names and places; (ii) historical periods;	SE: 22B (R) use capitalization for: (i) proper nouns; (ii) months and days of the week; (iii) the salutation and closing of a letter;	SE: 21(B) (R) recognize and use basic capitalization for: (i) the beginning of sentences; (ii) the pronoun "I"; (iii) c (S) names of people;	SE: 17(B)(S) capitalize the first letter in a sentence;
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Punctuation

TEK: Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE:	SE:	SE: 18 (B) use correct punctuation marks, including: (ii) commas placement in nonrestrictive phrases, clauses, and contrasting expressions (i) quotation marks to indicate sarcasm or irony; and (iii) dashes to emphasize parenthetical information	SE: 18 (B) use correct punctuation marks, including: (ii) commas placement in nonrestrictive phrases, clauses, and contrasting expressions (i) quotation marks to indicate sarcasm or irony; and (iii) dashes to emphasize parenthetical information
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
			18B – 4/60%
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		5/71%	18B - 4/60%
		16. What change, if any, should be made in sentence 5? F. Change tedious to tedeous G. Insert a comma after task H. Change unrelated to unrelatted J. No change should be made in this sentence.	16. What change, if any, should be made in sentence 4? F. Delete the comma G. Delete and H. Change creep’s to creeps J. No change should be made in sentence 4.
		22. What change, if any, should be made in sentence 30? F. Delete the comma G. Change through to threw H. Change boring to borring J. No change should be made in sentence 30.	17. What change, if any, should be made in sentence 9? a. Insert a comma after contacts B. Change saw to seen C. Change me to mine D. Make no change
		25. What change, if any, needs to be made in sentence 7? A. Change Several to Severel B. Insert a comma after Civitavecchia C. Change teach to teaches	24. What change is needed in sentence 2? F. Delete the comma G. Change expertly navigating to they expertly navigate H. Change making to make

		d. No change needs to be made in this sentence.	J. Change descisions to decisions
		27. What change, if any, needs to be made in sentence 13? A. Insert a comma after beaches B. Change patrolling to patroling C. Change Italys to Italy's D. No change need to be made in sentence 13.	28. What change, if any, should be made in sentence 15? F. Change important to importent G. Change the comma to a semicolon H. change will bring to brought J. No change should be made.
		28. What change should be made in sentence 15? f. Change explains to explaining G. Change experience to expereince H. Change can't to Can't J. Delete the quotation marks at the end of the sentence.	

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Punctuation

TEK: Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 18 (B) use correct punctuation marks, including: (ii) commas placement in nonrestrictive phrases, clauses, and contrasting expressions (i) quotation marks to indicate sarcasm or irony; and (iii) dashes to emphasize parenthetical information	SE: 20 (B) use correct punctuation marks, including: (i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; (ii) semicolons, colons, and hyphens, parentheses, brackets, and ellipses	SE: 20 (B) recognize and use punctuation marks, including: (i) commas after introductory words, phrases, and clauses; (ii) semicolons, colons, and hyphens	SE: 20 (B) recognize and use punctuation marks, including: (i) commas in compound sentences; (ii) proper punctuation and spacing for quotations (iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012 18B – 4/60%	STAAR 2012	STAAR 2012 20B -6/53%	STAAR 2012
STAAR 2013 18B - 4/60%	STAAR 2013	STAAR 2013 20B -5/63%	STAAR 2013
16. What change, if any, should be made in sentence 4? F. Delete the comma G. Delete and H. Change creep’s to creeps J. No change should be made in sentence 4.		22.What change, if any, should be made in sentence 22? F. Change the comma to a semicolon G. Change touch to touched H. Insert a comma after finger J. No change should be made in this sentence.	
17. What change, if any, should be made in sentence 9? a. Insert a comma after contacts B. Change saw to seen C. Change me to mine D. Make no change		27.What change needs to be made in sentence 19? A. Change means to meaning B. Change that to this C. Change looks to look D. Change girls to girl’s	
24.What change is needed in sentence 2? F. Delete the comma G. Change expertly navigating to they expertly navigate H. Change making to make J. Change descisions to decisions		30.What change, if any, needs to be made in sentence 29? F. Change weekends to weekend’s G.Change the comma after over to a semicolon H. Change conversations to convarsations J. Sentence 29 does not need to be changed.	
28. What change, if any, should be made in sentence 15?		35.What change, if any, needs to be made in sentence 11?	

<p>F. Change important to importent G. Change the comma to a semicolon H. change will bring to brought J. No change should be made.</p>		<p>A. Insert a comma after me B. Change Jack's to Jacks' C. Insert quotation marks after the period D. No change needs to be made in this sentence.</p>	
		<p>40. What change, if any, should be made in sentence 27? F. Change certain to certin G. Insert a comma after allergens H. Insert quotation marks at the end of the sentence J. No change should be made in sentence 27.</p>	

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Punctuation

TEK: Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 20 (B) recognize and use punctuation marks, including: (i) commas in compound sentences; (ii) proper punctuation and spacing for quotations (iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements);	SE: 21 (B) recognize and use punctuation marks, including: (i) commas in compound sentences; (ii) proper punctuation and spacing for quotations	SE: 21 (C) recognize and use punctuation marks, including: (i) commas in compound sentences; (ii) quotation marks	SE: 23 (C) recognize and use punctuation marks, including: (ii) apostrophes in contractions and possessives; (ii) commas in series and dates
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
		1/37%	
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		1/59%	
		11. What change, if any, should be made in sentence 33? A. Insert a comma after planned B. Delete but C. Change she knew to they knew D. No change should be made in sentence 33.	

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Punctuation

TEK: Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 23 (C) recognize and use punctuation marks, including: (ii) apostrophes in contractions and possessives; (ii) commas in series and dates	SE: 22 (C) recognize and use punctuation marks, including: (i) ending punctuation in sentences; (ii) apostrophes and contractions; (iii) apostrophes and possessives	SE: 21 (C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences	SE: 17 (C) use punctuation at the end of a sentence
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Mechanics

TEK: **(Grades 3 – 6)** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 21 (C) use proper mechanics including italics and underlining for titles of books	SE: 21 (C) use proper mechanics including italics and underlining for titles and emphasis	SE:	SE: 21 (D) use correct mechanics including paragraph indentations
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Spelling

TEK: Students spell correctly. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 24 (A) use knowledge of letter sounds, word parts, word segmentations, and syllabication to spell;	SE: 23 (A) use phonological knowledge to match sounds to letters to construct unknown words;	SE: 22 (A) use phonological knowledge to match sounds to letters to construct known words;	SE: 18 (A) use phonological knowledge to match sounds to letters
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Spelling

TEK: Students spell correctly. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE:	SE: 22 (A) spell words with more advanced orthographic patterns and rules: (i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician); (ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); (iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);	SE: 22 (A) spell words with more advanced orthographic patterns and rules: (iii) double consonants in middle of words; (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es; (ii) irregular plurals (e.g., man/men, foot/feet, child/children); (iv) other ways to spell sh (e.g., -sion, -tion, -cian); (v) silent letters (e.g. knee, wring);	SE: 24 (B) spell words with more advanced orthographic patterns and rules: (v) complex consonants (e.g., scr-, -dge, -tch); (i) consonant doubling when adding an ending; (iv) double consonants in middle of words ; (ii) dropping final “e” when endings are added (e.g., -ing, -ed); (iii) changing y to I before adding an ending; (vi) abstract vowels (e.g., ou as in could, touch, through, bought);
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
		22A-1/72%	
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Spelling

TEK: Students spell correctly. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 24 (B) spell words with more advanced orthographic patterns and rules: (v) complex consonants (e.g., scr-, -dge, -tch); (i) consonant doubling when adding an ending; (iv) double consonants in middle of words ; (ii) dropping final “e” when endings are added (e.g., -ing, -ed); (iii) changing y to I before adding an ending; (vi) abstract vowels (e.g., ou as in could, touch, through, bought);	SE: 23 (B) spell words with common orthographic patterns and rules: (i) complex consonants (e.g., hard and soft c and g, ck); (iii) long vowels (e.g., VCe-hope); (ii) r-controlled vowels; (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);	SE: 22 (B) use letter-sound patterns to spell: (i) consonant-vowel-consonant (CVC) words; (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., hope); (iii) one-syllable words with consonant blends (e.g., “drop”);	SE: 18 (B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., cut); 18 (C) write one’s own name
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Spelling

TEK: Students spell correctly. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 24(C) spell high-frequency and compound words from a commonly used list;	SE: 23(C) spell high-frequency words from a commonly used list;	SE: 22(C) spell high-frequency words from a commonly used list;	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Spelling

TEK: Students spell correctly. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE:	SE: 22 (B) spell words with: (i) Greek roots (e.g., tele, photo, graph, meter); (ii) Latin roots (e.g., spec, scribe, rupt, port, ject, dict); (iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); (iv) Latin derived suffixes (e.g., -able, -ible, -ance, -ence);	SE: 22 (B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);	SE: 24 (D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
		NT	
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		22B-1/40%	
		6. What change, if any, should be made to sentence 4? F. Delete the comma G. Change grabed to grabbed H. Change that to it J. No change should be made.	

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Spelling

TEK: Students spell correctly. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 24 (D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);	SE: 23 (D) spell base words with inflectional endings (e.g., -ing and -ed);	SE: 22 (D) spell base words with inflectional endings (e.g., adding "s" to make word plural);	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Spelling

TEK: Students spell correctly. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 21 (A) differentiate between commonly confused terms (e.g., its, it's; affect, effect);	SE: 22 (C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);	SE: 22 (C) spell commonly used homophones (e.g., there, they're, their; two, too, to);	SE: 24 (B) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012 22C-2/45%	STAAR 2012
STAAR 2013	STAAR 2013	STAAR 2013 22C-1/58%	STAAR 2013
		9. How should sentence 28 be changed? A. Change your to you're B. Change attention to atention C. Change ingredients to ingredient's D. Sentence 28 should not be changed.	

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Spelling

TEK: Students spell correctly. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 24 (F) spell complex contractions (e.g., should've, won't);	SE: 23 (E) spell simple contractions (e.g., isn't, aren't, can't);	SE:	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Spelling

TEK: Students spell correctly. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 19(A) spell correctly, including using various resources to determine and check correct spellings	SE: 19(A) spell correctly, including using various resources to determine and check correct spellings	SE: 19(A) spell correctly, including using various resources to determine and check correct spellings	SE: 19(A) spell correctly, including using various resources to determine and check correct spellings
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
	19A-3/74%		
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
		19A – 2/84%	19A – 1/67%
		20. What change, if any, needs to be made in sentence 22? F. Change Hearing to He heard G. Delete the comma H. Change enragged to enraged J. No change needs to be made in sentence 22.	27. What change, if any, needs to be made in sentence 12? A. Change dilligent to diligent B. Delete because C. Change relies on to rely on D. No change needs to be made.
		23. How should sentence 3 be changed? A. Insert a comma after day B. Change are likely to were likely C. Change assistance to assistace d. Sentence 3 does not need to be changed.	

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Spelling

TEK: Students spell correctly. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 19(A) spell correctly, including using various resources to determine and check correct spellings	SE: 21(A) spell correctly, including using various resources to determine and check correct spellings	SE: 21(A) spell correctly, including using various resources to determine and check correct spellings	SE: 21 (B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings 21 (C) know how to use the spell-check function in word processing while understanding its limitations
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
STAAR 2012	STAAR 2012	STAAR 2012	STAAR 2012
		21A-2/67%	
STAAR 2013	STAAR 2013	STAAR 2013	STAAR 2013
19A – 1/		21A-4/65%	
27. What change, if any, needs to be made in sentence 12? A. Change dilligent to diligent B. Delete because C. Change relies on to rely on D. No change needs to be made.		23. What change, if any, needs to be made in sentence 24? A. Change intracacies to intracacies B. Change sensative to sensitive C. Change delicate to delicate D. Sentence 24 does not need to be changed.	
		25. What change, if any, needs to be made in sentence 14? A. Change elementery to elementary B. Change which to it C. Change than to then D. Make no change	
		32. What change, if any, should be made in sentence 32? F. Change seperate to separate G. Delete the comma H. Change feel to fell J. No change should be made in this sentence.	
		38. What change, if any, needs to be made in sentence 21? F. Insert a comma after people G. Change safer to safely H. Change lifes to lives J. No change needs to be made.	

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Spelling

TEK: Students spell correctly. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 21 (B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings 21 (C) know how to use the spell-check function in word processing while understanding its limitations	SE: 22 (D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings 21 (E) know how to use the spell-check function in word processing while understanding its limitations	SE: 22 (D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings	SE: 24 (G) use print and electronic resources to find and check correct spellings
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Oral and Written Conventions/Spelling

TEK: Students spell correctly. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 24 (G) use print and electronic resources to find and check correct spellings	SE: 23 (F) use resources to find correct spellings	SE: 22 (E) use resources to find correct spellings	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Research/Research Plan

TEK: Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 20(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; 20 (B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic	SE: 20(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; 20 (B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic	SE: 20(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; 20 (B) formulate a plan for engaging in research on a complex, multi-faceted topic	SE: 20(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; 20 (B) formulate a plan for engaging in research on a complex, multi-faceted topic
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Research/Research Plan

TEK: Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 20(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; 20 (B) formulate a plan for engaging in research on a complex, multi-faceted topic	SE: 22(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; 22 (B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches	SE: 22(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; 22 (B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches	SE: 23 (A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; 23 (B) generate a research plan for gathering relevant information about the major research question
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Research/Research Plan

TEK: Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
<p>SE: 23 (A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic;</p> <p>23 (B) generate a research plan for gathering relevant information about the major research question</p>	<p>SE: 23 (A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic;</p> <p>23 (B) generate a research plan for gathering relevant information about the major research question</p>	<p>SE: 25 (A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic;</p> <p>25 (B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question</p>	<p>SE: 25 (A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic;</p> <p>25 (B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question</p>
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Research/Research Plan

TEK: Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
<p>SE: 25 (A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic;</p> <p>25 (B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question</p>	<p>SE: 24 (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics;</p> <p>24(B) decide what sources of information might be relevant to answer these questions</p>	<p>SE: : 24 (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics (with adult assistance);</p> <p>24(B) decide what sources of information might be relevant to answer these questions (with adult assistance)</p>	<p>SE: 19 (A) ask questions about topics of class-wide interest (with adult assistance);</p> <p>19 (B) decide what sources or people in the classroom, school, library, or home can answer these questions (with adult assistance)</p>
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Research/Gathering Sources

TEK: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
<p>SE: 21(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;</p> <p>21 (B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences;</p> <p>21 (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.</p>	<p>SE: 21(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;</p> <p>21 (B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences;</p> <p>21 (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.</p>	<p>SE: 21(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;</p> <p>21 (B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs);</p> <p>21 (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number)</p>	<p>SE: 21(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;</p> <p>21 (B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs);</p> <p>21 (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number)</p>
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Research/Gathering Sources

TEK: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
<p>SE: 21(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;</p> <p>21 (B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs);</p> <p>21 (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number)</p>	<p>SE: 23 (A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;</p> <p>23 (B) categorize information thematically in order to see the larger constructs inherent in the information;</p> <p>23 (C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format;</p> <p>23 (D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p>SE: 23 (A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;</p> <p>23 (B) categorize information thematically in order to see the larger constructs inherent in the information;</p> <p>23 (C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format;</p> <p>23 (D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p>SE: 23 (A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online source) and data from experts;</p> <p>23 (B) differentiate between primary and secondary sources;</p> <p>23 (C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;</p> <p>23 (D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format;</p> <p>23 (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Research/Gathering Sources

TEK: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
<p>SE: 23 (A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online source) and data from experts;</p> <p>23 (B) differentiate between primary and secondary sources;</p> <p>23 (C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;</p> <p>23 (D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format;</p> <p>23 (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p>SE: 24 (A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online source) and data from experts;</p> <p>24 (B) differentiate between primary and secondary sources;</p> <p>24 (C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;</p> <p>24 (D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format;</p> <p>24 (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p>SE: 24 (A) follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;</p> <p>24 (B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics)</p> <p>24 (C) take simple notes and sort evidence into provided categories or an organizer;</p> <p>24 (D) identify the author, title, publisher, and publication year of sources;</p> <p>24 (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p>SE: 26 (A) follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;</p> <p>26 (B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics)</p> <p>26 (C) take simple notes and sort evidence into provided categories or an organizer;</p> <p>26 (D) identify the author, title, publisher, and publication year of sources;</p> <p>26 (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Research/Gathering Sources

TEK: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
<p>SE: 26 (A) follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;</p> <p>26 (B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics)</p> <p>26 (C) take simple notes and sort evidence into provided categories or an organizer;</p> <p>26 (D) identify the author, title, publisher, and publication year of sources;</p> <p>26 (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p>SE: 25 (A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;</p> <p>25 (B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information;</p> <p>25 (C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)</p>	<p>SE: 24 (A) gather evidence from available sources (natural and personal) as well as from interviews with local experts (with adult assistance);</p> <p>24 (B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information (with adult assistance);</p> <p>24 (C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (with adult assistance)</p>	<p>SE: 20 (A) gather evidence from provided text sources 9with adult assistance);</p> <p>20 (B) use pictures in conjunction with writing when documenting research (with adult assistance)</p>
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Research/Synthesizing Information

TEK: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
<p>SE: 22 (A) modify the major research question as necessary to refocus the research plan;</p> <p>22 (B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument;</p> <p>22 (C) critique the research process at each step to implement changes as the need occurs and is identified</p>	<p>SE: 22 (A) modify the major research question as necessary to refocus the research plan;</p> <p>22 (B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument;</p> <p>22 (C) critique the research process at each step to implement changes as the need occurs and is identified</p>	<p>SE: 22 (A) modify the major research question as necessary to refocus the research plan;</p> <p>22 (B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity;</p> <p>22 (C) critique the research process at each step to implement changes as the need occurs and is identified</p>	<p>SE: 22 (A) modify the major research question as necessary to refocus the research plan;</p> <p>22 (B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity;</p> <p>22 (C) critique the research process at each step to implement changes as the need occurs and is identified</p>
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Research/Synthesizing Information

TEK: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
<p>SE: 22 (A) modify the major research question as necessary to refocus the research plan;</p> <p>22 (B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity;</p> <p>22 (C) critique the research process at each step to implement changes as the need occurs and is identified</p>	<p>SE: 24 (A) narrow or broaden the major research question, if necessary, based on further research and investigation;</p> <p>24 (B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another;</p>	<p>SE: 24 (A) narrow or broaden the major research question, if necessary, based on further research and investigation;</p> <p>24 (B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another;</p>	<p>SE: 24 (A) refine the major research question, if necessary, guided by the answers to a secondary set of questions;</p> <p>24 (B) evaluate the relevance and reliability of sources for the research</p>
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Research/Synthesizing Information

TEK: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 24 (A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; 24 (B) evaluate the relevance and reliability of sources for the research	SE: 25 (A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; 25 (B) evaluate the relevance and reliability of sources for the research	SE: 25 (A) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic)	SE: 27 (A) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic)
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Research/Synthesizing Information

TEK: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 27 (A) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic)	SE: 26 (A) revise the topic as a result of answers to initial research questions	SE: 25 (A) revise the topic as a result of answers to initial research questions (with adult assistance)	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Research/Organizing and Presenting Ideas

TEK: Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
<p>SE: 23 (C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments</p> <p>23 (A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;</p> <p>23 (B) uses a variety of formats and rhetorical strategies to argue for the thesis;</p> <p>23 (D) uses a style manual (e.g., <i>Modern language Association, Chicago Manual of Style</i>) to document sources and format written materials;</p> <p>24 (D) is of sufficient length and complexity to address the topic</p>	<p>SE: 23 (C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments</p> <p>23 (A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;</p> <p>23 (B) uses a variety of formats and rhetorical strategies to argue for the thesis;</p> <p>23 (D) uses a style manual (e.g., <i>Modern language Association, Chicago Manual of Style</i>) to document sources and format written materials;</p> <p>24 (D) is of sufficient length and complexity to address the topic</p>	<p>SE: 23 (A) marshals evidence in support of a clear thesis statement and related claims;</p> <p>23 (B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;</p> <p>23 (C) uses graphics and illustrations to help explain concepts where appropriate;</p> <p>23 (D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research, and</p> <p>24 (F) uses a style manual (e.g., <i>Modern language Association, Chicago Manual of Style</i>) to document sources and format written materials;</p>	<p>SE: 23 (A) marshals evidence in support of a clear thesis statement and related claims;</p> <p>23 (B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;</p> <p>23 (C) uses graphics and illustrations to help explain concepts where appropriate;</p> <p>23 (D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research, and</p> <p>24 (F) uses a style manual (e.g., <i>Modern language Association, Chicago Manual of Style</i>) to document sources and format written materials;</p>
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Research/Organizing and Presenting Ideas

TEK: Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
<p>SE: 23 (A) marshals evidence in support of a clear thesis statement and related claims;</p> <p>23 (B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;</p> <p>23 (C) uses graphics and illustrations to help explain concepts where appropriate;</p> <p>23 (D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research, and</p> <p>24 (F) uses a style manual (e.g., <i>Modern language Association, Chicago Manual of Style</i>) to document sources and format written materials;</p>	<p>SE: 25 (B) marshals evidence to explain the topic and gives relevant reasons for conclusions;</p> <p>25 (A) draws conclusions and summarizes or paraphrases the findings in a systematic way;</p> <p>25 (C) presents the findings in a meaningful format</p> <p>25 (D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas</p>	<p>SE: 25 (B) marshals evidence to explain the topic and gives relevant reasons for conclusions;</p> <p>25 (A) draws conclusions and summarizes or paraphrases the findings in a systematic way;</p> <p>25 (C) presents the findings in a meaningful format</p> <p>25 (D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas</p>	<p>SE: 25 (A) compiles important information from multiple sources;</p> <p>25 (B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;</p> <p>25 (C) presents the findings in a consistent format;</p> <p>25 (D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources, (e.g., bibliography, works cited)</p>
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Research/Organizing and Presenting Ideas

TEK: Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
<p>SE: 25 (A) compiles important information from multiple sources;</p> <p>25 (B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;</p> <p>25 (C) presents the findings in a consistent format;</p> <p>25 (D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources, (e.g., bibliography, works cited)</p>	<p>SE: 26 (A) compiles important information from multiple sources;</p> <p>25 (B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;</p> <p>26 (C) presents the findings in a consistent format;</p> <p>26 (D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources, (e.g., bibliography, works cited)</p>	<p>SE: 26 (A) draw conclusions through a brief written explanation and create a works cited page from notes, including the author, title, publisher, and publication year for each source used</p>	<p>SE: 28 (A) draw conclusions through a brief written explanation and create a works cited page from notes, including the author, title, publisher, and publication year for each source used</p>
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Research/Organizing and Presenting Ideas

TEK: Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 28 (A) draw conclusions through a brief written explanation and create a works cited page from notes, including the author, title, publisher, and publication year for each source used	SE: 27 (A) create a visual display or dramatization to convey the results of the research (with adult assistance)	SE: 26 (A) create a visual display or dramatization to convey the results of the research (with adult assistance)	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Listening and Speaking/Listening

TEK: Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
<p>SE: 24 (A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions;</p> <p>24 (B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery</p>	<p>SE: 24 (A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions;</p> <p>24 (B) evaluate the clarity and coherence of a speaker’s message and critique the impact of a speaker’s diction and syntax on an audience</p>	<p>SE: 24 (A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker’s ideas for critical reflection and by asking questions related to the content for clarification and elaboration;</p> <p>24 (B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes;</p> <p>24 (C) evaluate how the style and structure of a speech support or undermine its purpose or meaning</p>	<p>SE: 24 (A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker’s ideas for critical reflection and by asking questions related to the content for clarification and elaboration;</p> <p>24 (B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes;</p> <p>24 (C) evaluate the effectiveness of a speaker’s main and supporting ideas</p>
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Listening and Speaking/Listening

TEK: Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
<p>SE: 24 (A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker’s ideas for critical reflection and by asking questions related to the content for clarification and elaboration;</p> <p>24 (B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes;</p> <p>24 (C) evaluate the effectiveness of a speaker’s main and supporting ideas</p>	<p>SE: 26 (A) listen to and interpret a speaker’s purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker’s claims;</p> <p>26 (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;</p> <p>26 (C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices</p>	<p>SE: 26 (A) listen to and interpret a speaker’s purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker’s claims;</p> <p>26 (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;</p> <p>26 (C) draw conclusions about the speaker’s message by considering verbal communication (e.g., word choice, tone and nonverbal cues (e.g., posture, gestures, facial expressions)</p>	<p>SE: 26 (A) listen to and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective;</p> <p>26 (B) follow and give oral instructions that include multiple action steps;</p> <p>26 (C) paraphrase the major ideas and supporting evidence in formal and informal presentations</p>
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Listening and Speaking/Listening

TEK: Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
<p>SE: 26 (A) listen to and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective;</p> <p>26 (B) follow and give oral instructions that include multiple action steps;</p> <p>26 (C) paraphrase the major ideas and supporting evidence in formal and informal presentations</p>	<p>SE: 27 (A) listen to and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective;</p> <p>27 (B) follow, restate, and give oral instructions that include multiple action steps;</p> <p>27 (C) determine both main and supporting ideas in the speaker’s message</p>	<p>SE: 27 (A) listen attentively to speakers, ask relevant questions, and make pertinent comments;</p> <p>27 (B) follow, restate, and give oral instructions that involve a series of related sequences of action</p>	<p>SE: 29 (A) listen attentively to speakers, ask relevant questions, and make pertinent comments;</p> <p>29 (B) follow, restate, and give oral instructions that involve a series of related sequences of action</p>
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Listening and Speaking/Listening

TEK: Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 29 (A) listen attentively to speakers, ask relevant questions, and make pertinent comments; 29 (B) follow, restate, and give oral instructions that involve a series of related sequences of action	SE: 28 (A) listen attentively to speakers and ask relevant questions to clarify information; 28 (B) follow, restate, and give oral instructions that involve a short related sequence of actions	SE: 27 (A) listen attentively to speakers and ask relevant questions to clarify information; 27 (B) follow, restate, and give oral instructions that involve a short related sequence of actions	SE: 21 (A) listen attentively by facing speakers and asking questions to clarify information; 21 (B) follow oral directions that involve a short related sequence of actions
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Listening and Speaking/Speaking

TEK: Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 25 (A) formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	SE: 25 (A) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pause for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	SE: 25 (A) advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	SE: 25 (A) give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate, (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Listening and Speaking/Speaking

TEK: Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 5 (A) give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate, (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	SE: 27 (A) advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	SE: 27 (A) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	SE: 27 (A) give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Listening and Speaking/Speaking

TEK: Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 27 (A) give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	SE: 28 (A) give organized presentations, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	SE: 30 (A) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	SE: 29 (A) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Listening and Speaking/Speaking

TEK: Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 29 (A) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	SE: 29 (A) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language	SE: 28 (A) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language	SE: share information and ideas by speaking audibly and clearly using the conventions of language
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Listening and Speaking/Teamwork

TEK: Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:

12 th Grade	11 th Grade	10 th Grade	9 th Grade
SE: 26 (A) participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria	SE: 26 (A) participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria	SE: 26 (A) participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making	SE: 26 (A) participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Listening and Speaking/Teamwork

TEK: Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:

9 th Grade	8 th Grade	7 th Grade	6 th Grade
SE: 26 (A) participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making	SE: 28 (A) participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues	SE: 28 (A) participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues	SE: 28 (A) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Listening and Speaking/Teamwork

TEK: Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 28 (A) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement	SE: 29 (A) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement	SE: 29 (A) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others	SE: 31 (A) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

English Language Arts
Vertical Alignment by Grade

Strand: Listening and Speaking/Teamwork

TEK: Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:

3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 31 (A) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others	SE: 30 (A) follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	SE: 29 (A) follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	SE: 23 (A) follow agreed upon rules for discussion, including taking turns and speaking one at a time
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary