

ReadiStep Alignment to Texas Essential Knowledge and Skills (ELA)

ReadiStep	Aligned Texas Essential Knowledge and Skills		
Skill Category and Description of Skills	Grade	Standard	Performance Expectations
Determining the Meaning of Words: <i>Understanding of vocabulary and sentence structure</i> — Student determines the meaning of a word in a sentence or a section of text by using context clues, knowledge of the meaning of words, knowledge of root words and affixes, and understanding of how the different parts of a sentence fit together.	Seventh Grade	(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.	2.A 2.B
	Eighth Grade	(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.	2.A 2.B
Author's Craft: <i>Understanding of an author's use of language and devices</i> — Student understands an author's purpose in a text. Student recognizes that authors use word choice, literary devices and rhetorical devices to achieve certain effects.	Seventh Grade	(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	6.C
	Eighth Grade	(6) Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	6.C
		(8) Comprehension of Literary Text/Sensory Language. 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 explain the effect of similes and extended metaphors in literary text.	8
		(9) Comprehension of Informational Text/Culture and History. 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 analyze works written on the same topic and compare how the authors achieved similar or different purposes.	9
Reasoning and Inferencing: <i>Use of reasoning and critical thinking to extend or elaborate on a text</i> — Student uses reasoning to connect ideas within a text or across short texts and to draw conclusions about a text or texts. Student makes inferences and recognizes implications in a text.	Seventh Grade	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.	RC.D RC.E RC.F
		(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.	7
		(8) Reading/Comprehension of Literary Text/Sensory Language. 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 determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.	8
		(9) Reading/Comprehension of Informational Text/Culture and History. 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 explain the difference between the theme of a literary work and the author's purpose in an expository text.	9
		(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence	10.D

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<p>Reasoning and Inferencing: <i>Use of reasoning and critical thinking to extend or elaborate on a text</i> — Student uses reasoning to connect ideas within a text or across short texts and to draw conclusions about a text or texts. Student makes inferences and recognizes implications in a text.</p>		from text to support their understanding.	
	Eighth Grade	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.	RC.D RC.E RC.F
		(7) Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to 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.	7
		(8) Comprehension of Literary Text/Sensory Language. 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 explain the effect of similes and extended metaphors in literary text.	8
		(9) Comprehension of Informational Text/Culture and History. 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 analyze works written on the same topic and compare how the authors achieved similar or different purposes.	9
		(10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	10.A 10.C 10.D
		(11) Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	11.A
<p>Organization and Ideas: <i>Understanding of ideas and recognition of a text's organization</i> — Student understands, connects and compares ideas within a text or across short texts. Student understands how a text is organized and recognizes the functions of different parts of a text.</p>	Seventh Grade	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.	RC.F
		(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.	7
		(8) Reading/Comprehension of Literary Text/Sensory Language. 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 determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.	8
		(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	10.C 10.D
	Eighth Grade	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and	RC.F

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<p>Organization and Ideas: <i>Understanding of ideas and recognition of a text’s organization</i> — Student understands, connects and compares ideas within a text or across short texts. Student understands how a text is organized and recognizes the functions of different parts of a text.</p>		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.	
		(7) Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to 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.	7
		(9) Comprehension of Informational Text/Culture and History. 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 analyze works written on the same topic and compare how the authors achieved similar or different purposes.	9
		(10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	10.C 10.D
		(11) Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	11.A
<p>Understanding Literary Elements: <i>Use of knowledge of literary elements</i> — Student uses understanding of setting, plot, characterization, theme and narrative perspective (point of view) when analyzing a literary text.</p>	Seventh Grade	(3) Reading/Comprehension of Literary Text/Theme and Genre. 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.	3.C
		(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	6.A 6.B 6.C
	Eighth Grade	(3) Comprehension of Literary Text/Theme and Genre. 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.	3.C
		(6) Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	6.A 6.B 6.C
<p>Manage Word Choice and Grammatical Relationships Between Words: Student knows parts of speech and how they agree in a well-formed sentence (for example, subject-verb-object agreement; pronoun case, reference and agreement; verb form and tense; consistency of voice and person). Student corrects errors in grammatical relationships between and among words in a sentence in order to communicate ideas clearly and concisely.</p>	Seventh Grade	(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	14.D
		(19) Oral and Written Conventions/Conventions. 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.	19.A.i 19.A.v 19.A.vi
	Eighth Grade	(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	14.D
		(19) Oral and Written Conventions/Conventions. 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.	19.A.i 19.A.iv
<p>Manage Grammatical Structures Used to Modify or Compare: Student manages modifiers and objects (for</p>	Seventh Grade	(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	14.D

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example, adjectives and nouns, adverbs and verbs or adjectives, modifying clauses and their objects) to ensure that the modifier-object references are clear, logical and correctly formed. Student corrects errors in modifier-object references, comparative structures and superlative structures in a sentence to communicate ideas clearly and concisely.		(19) Oral and Written Conventions/Conventions. 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.	19.A.iii
	Eighth Grade	(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	14.D
		(19) Oral and Written Conventions/Conventions. 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.	19.A.iii
Manage Phrases and Clauses in a Sentence: Student uses well-formed sentence structures (for example, subordinate, coordinate and relative clauses; parallelism; and proper connectives) to indicate relations between and among elements of a sentence. Student recognizes when clauses are formed correctly using appropriate subjects and verb forms (for example, infinitives, gerunds and participles). Student corrects errors in how phrases and clauses are structures in a sentence to communicate ideas clearly and concisely.	Seventh Grade	(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	14.D
		(19) Oral and Written Conventions/Conventions. 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.	19.A.iii 19.A.v 19.A.vii
	Eighth Grade	(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	14.D
		(19) Oral and Written Conventions/Conventions. 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.	19.A.iii 19.A.v
Recognize Correctly-Formed Sentences: Student knows parts of speech and understands how they agree in well-formed sentences. Student understands the function of modifying words and phrases and recognizes when they are used correctly. Student understands the relationships between phrases and clauses in well-formed sentences and recognizes when clauses are formed correctly using appropriate subjects and verb forms.	Seventh Grade	(19) Oral and Written Conventions/Conventions. 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.	19.A.i 19.A.iii 19.A.v 19.A.vi 19.A.vii
	Eighth Grade	(19) Oral and Written Conventions/Conventions. 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.	19.A.i 19.A.iii 19.A.iv 19.A.v
Manage Order and Relationships of Sentences and Paragraphs: Student recognizes that a clear organization and a smooth progression of ideas improve coherence both within and among the paragraphs in an essay. Student signals the main point or theme, uses effective transitions to signal development, and uses rhetorical conventions to structure ideas. Student corrects errors in organization and development to improve the focus and flow of a paragraphs or paragraphs in an essay.	Seventh Grade	(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	14.C
		(19) Oral and Written Conventions/Conventions. 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.	19.A.iv 19.A.viii
	Eighth Grade	(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	14.C

English Language Arts Side-By-Side Alignment Tables:
 ReadiStep – Texas Essential Knowledge and Skills

Texas Essential Knowledge and Skills					Aligned ReadiStep Skill Category
Grade	Standard	Performance Expectation	PE ID		
Seventh Grade	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.	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;		RC.A	
Seventh Grade	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.	(B) ask literal, interpretive, evaluative, and universal questions of text;		RC.B	
Seventh Grade	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.	(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);		RC.C	
Seventh Grade	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.	(D) make complex inferences about text and use textual evidence to support understanding;		RC.D	Reasoning and Inferencing
Seventh Grade	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.	(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and		RC.E	Reasoning and Inferencing
Seventh Grade	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.	(F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.		RC.F	Reasoning and Inferencing
					Organization and Ideas
Seventh Grade	(1) Reading/Fluency.: Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.			1	
Seventh Grade	(2) Reading/Vocabulary Development.: Students understand new vocabulary and use it when reading and writing.	(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;		2.A	Determining the Meaning of Words
Seventh Grade	(2) Reading/Vocabulary Development.: Students understand new vocabulary and use it when reading and writing.	(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;		2.B	Determining the Meaning of Words

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Seventh Grade	(2) Reading/Vocabulary Development.: Students understand new vocabulary and use it when reading and writing.	(C) complete analogies that describe part to whole or whole to part;		2.C	
Seventh Grade	(2) Reading/Vocabulary Development.: Students understand new vocabulary and use it when reading and writing.	(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habes corpus, e pluribus unum, bona fide, nemesis); and		2.D	
Seventh Grade	(2) Reading/Vocabulary Development.: Students understand new vocabulary and use it when reading and writing.	(E) 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.		2.E	
Seventh Grade	(3) Reading/Comprehension of Literary Text/Theme and Genre.: 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.	(A) describe multiple themes in a work of fiction;		3.A	
Seventh Grade	(3) Reading/Comprehension of Literary Text/Theme and Genre.: 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.	(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and		3.B	
Seventh Grade	(3) Reading/Comprehension of Literary Text/Theme and Genre.: 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.	(C) analyze how place and time influence the theme or message of a literary work.		3.C	Understanding Literary Elements
Seventh Grade	(4) Reading/Comprehension of Literary Text/Poetry.: 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 analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.			4	
Seventh Grade	(5) Reading/Comprehension of Literary Text/Drama.: 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 explain a playwright's use of dialogue and stage directions.			5	
Seventh Grade	(6) Reading/Comprehension of Literary Text/Fiction.: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	(A) explain the influence of the setting on plot development;		6.A	Understanding Literary Elements
Seventh Grade	(6) Reading/Comprehension of Literary Text/Fiction.: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and		6.B	Understanding Literary Elements

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Seventh Grade	(6) Reading/Comprehension of Literary Text/Fiction.: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.		6.C	Author's Craft
					Understanding Literary Elements
Seventh Grade	(7) Reading/Comprehension of Literary Text/Literary Nonfiction.: Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.			7	Reasoning and Inferencing
					Organization and Ideas
Seventh Grade	(8) Reading/Comprehension of Literary Text/Sensory Language.: 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 determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.			8	Reasoning and Inferencing
					Organization and Ideas
Seventh Grade	(9) Reading/Comprehension of Informational Text/Culture and History.: 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 explain the difference between the theme of a literary work and the author's purpose in an expository text.			9	Reasoning and Inferencing
Seventh Grade	(10) Reading/Comprehension of Informational Text/Expository Text.: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;		10.A	
Seventh Grade	(10) Reading/Comprehension of Informational Text/Expository Text.: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	(B) distinguish factual claims from commonplace assertions and opinions;		10.B	
Seventh Grade	(10) Reading/Comprehension of Informational Text/Expository Text.: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and		10.C	Organization and Ideas
Seventh Grade	(10) Reading/Comprehension of Informational Text/Expository Text.: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	(D) 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.		10.D	Reasoning and Inferencing
					Organization and Ideas

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Grade	Standard	Performance Expectation	PE ID		
Seventh Grade	(11) Reading/Comprehension of Informational Text/Persuasive Text.: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	(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; and		11.A	
Seventh Grade	(11) Reading/Comprehension of Informational Text/Persuasive Text.: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	(B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.		11.B	
Seventh Grade	(12) Reading/Comprehension of Informational Text/Procedural Texts.: Students understand how to glean and use information in procedural texts and documents.	(A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and		12.A	
Seventh Grade	(12) Reading/Comprehension of Informational Text/Procedural Texts.: Students understand how to glean and use information in procedural texts and documents.	(B) explain the function of the graphical components of a text.		12.B	
Seventh Grade	(13) Reading/Media Literacy.: 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.	(A) interpret both explicit and implicit messages in various forms of media;		13.A	
Seventh Grade	(13) Reading/Media Literacy.: 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.	(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;		13.B	
Seventh Grade	(13) Reading/Media Literacy.: 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.	(C) evaluate various ways media influences and informs audiences; and		13.C	
Seventh Grade	(13) Reading/Media Literacy.: 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.	(D) assess the correct level of formality and tone for successful participation in various digital media.		13.D	
Seventh Grade	(14) Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	(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;		14.A	
Seventh Grade	(14) Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	(B) 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;		14.B	

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Seventh Grade	(14) Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	(C) 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;		14.C	Manage Order and Relationships of Sentences and Paragraphs
Seventh Grade	(14) Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	(D) edit drafts for grammar, mechanics, and spelling; and		14.D	Manage Word Choice and Grammatical Relationships Between Words
					Manage Grammatical Structures Used to Modify or Compare
					Manage Phrases and Clauses in a Sentence
Seventh Grade	(14) Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.		14.E	
Seventh Grade	(15) Writing/Literary Texts.: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	(A) write an imaginative story that:	(i) sustains reader interest;	15.A.i	
Seventh Grade	(15) Writing/Literary Texts.: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	(A) write an imaginative story that:	(ii) includes well-paced action and an engaging story line;	15.A.ii	
Seventh Grade	(15) Writing/Literary Texts.: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	(A) write an imaginative story that:	(iii) creates a specific, believable setting through the use of sensory details;	15.A.iii	
Seventh Grade	(15) Writing/Literary Texts.: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	(A) write an imaginative story that:	(iv) develops interesting characters; and	15.A.iv	
Seventh Grade	(15) Writing/Literary Texts.: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	(A) write an imaginative story that:	(v) uses a range of literary strategies and devices to enhance the style and tone; and	15.A.v	
Seventh Grade	(15) Writing/Literary Texts.: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	(B) write a poem using:	(i) poetic techniques (e.g., rhyme scheme, meter);	15.B.i	
Seventh Grade	(15) Writing/Literary Texts.: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	(B) write a poem using:	(ii) figurative language (e.g., personification, idioms, hyperbole); and	15.B.ii	
Seventh Grade	(15) Writing/Literary Texts.: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	(B) write a poem using:	(iii) graphic elements (e.g., word position).	15.B.iii	
Seventh Grade	(16) Writing.: Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.			16	

English Language Arts Side-By-Side Alignment Tables:
 ReadStep – Texas Essential Knowledge and Skills

Texas Essential Knowledge and Skills					Aligned ReadStep Skill Category
Grade	Standard	Performance Expectation		PE ID	
Seventh Grade	(17) Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(A) write a multi-paragraph essay to convey information about a topic that:	(i) presents effective introductions and concluding paragraphs;	17.A.i	
Seventh Grade	(17) Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(A) write a multi-paragraph essay to convey information about a topic that:	(ii) contains a clearly stated purpose or controlling idea;	17.A.ii	
Seventh Grade	(17) Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(A) write a multi-paragraph essay to convey information about a topic that:	(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	17.A.iii	
Seventh Grade	(17) Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(A) write a multi-paragraph essay to convey information about a topic that:	(iv) accurately synthesizes ideas from several sources; and	17.A.iv	
Seventh Grade	(17) Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(A) write a multi-paragraph essay to convey information about a topic that:	(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	17.A.v	
Seventh Grade	(17) Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;		17.B	
Seventh Grade	(17) Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(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; and		17.C	
Seventh Grade	(17) Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(D) produce a multimedia presentation involving text and graphics using available technology.		17.D	
Seventh Grade	(18) Writing/Persuasive Texts.: 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:	(A) establishes a clear thesis or position;		18.A	
Seventh Grade	(18) Writing/Persuasive Texts.: 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:	(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and		18.B	
Seventh Grade	(18) Writing/Persuasive Texts.: 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:	(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.		18.C	

English Language Arts Side-By-Side Alignment Tables:
ReadiStep – Texas Essential Knowledge and Skills

Texas Essential Knowledge and Skills					Aligned ReadiStep Skill Category
Grade	Standard	Performance Expectation		PE ID	
Seventh Grade	(19) Oral and Written Conventions/Conventions.: 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.	(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(i) verbs (perfect and progressive tenses) and participles;	19.A.i	Manage Word Choice and Grammatical Relationships Between Words
					Recognize Correctly-Formed Sentences
Seventh Grade	(19) Oral and Written Conventions/Conventions.: 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.	(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(ii) appositive phrases;	19.A.ii	
Seventh Grade	(19) Oral and Written Conventions/Conventions.: 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.	(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(iii) adverbial and adjectival phrases and clauses;	19.A.iii	Manage Grammatical Structures Used to Modify or Compare
					Manage Phrases and Clauses in a Sentence
					Recognize Correctly-Formed Sentences
Seventh Grade	(19) Oral and Written Conventions/Conventions.: 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.	(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);	19.A.iv	Manage Order and Relationships of Sentences and Paragraphs
Seventh Grade	(19) Oral and Written Conventions/Conventions.: 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.	(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(v) prepositions and prepositional phrases and their influence on subject-verb agreement;	19.A.v	Manage Word Choice and Grammatical Relationships Between Words
					Manage Phrases and Clauses in a Sentence
					Recognize Correctly-Formed Sentences
Seventh Grade	(19) Oral and Written Conventions/Conventions.: 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.	(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(vi) relative pronouns (e.g., whose, that, which);	19.A.vi	Manage Word Choice and Grammatical Relationships Between Words
					Recognize Correctly-Formed Sentences
Seventh Grade	(19) Oral and Written Conventions/Conventions.: 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.	(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(vii) subordinating conjunctions (e.g., because, since); and	19.A.vii	Manage Phrases and Clauses in a Sentence
					Recognize Correctly-Formed Sentences
Seventh Grade	(19) Oral and Written Conventions/Conventions.: 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.	(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(viii) transitions for sentence to sentence or paragraph to paragraph coherence;	19.A.viii	Manage Order and Relationships of Sentences and Paragraphs

English Language Arts Side-By-Side Alignment Tables:
ReadiStep – Texas Essential Knowledge and Skills

Texas Essential Knowledge and Skills					Aligned ReadiStep Skill Category
Grade	Standard	Performance Expectation		PE ID	
Seventh Grade	(19) Oral and Written Conventions/Conventions.: 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.	(B) write complex sentences and differentiate between main versus subordinate clauses; and		19.B	
Seventh Grade	(19) Oral and Written Conventions/Conventions.: 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.	(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.		19.C	
Seventh Grade	(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.: Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.	(A) use conventions of capitalization; and		20.A	
Seventh Grade	(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.: Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.	(B) recognize and use punctuation marks including:	(i) commas after introductory words, phrases, and clauses; and	20.B.i	
Seventh Grade	(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.: Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.	(B) recognize and use punctuation marks including:	(ii) semicolons, colons, and hyphens.	20.B.ii	
Seventh Grade	(21) Oral and Written Conventions/Spelling.: Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.			21	
Seventh Grade	(22) Research/Research Plan.: Students ask open-ended research questions and develop a plan for answering them.	(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and		22.A	
Seventh Grade	(22) Research/Research Plan.: Students ask open-ended research questions and develop a plan for answering them.	(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.		22.B	
Seventh Grade	(23) Research/Gathering Sources.: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;		23.A	
Seventh Grade	(23) Research/Gathering Sources.: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	(B) categorize information thematically in order to see the larger constructs inherent in the information;		23.B	
Seventh Grade	(23) Research/Gathering Sources.: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and		23.C	

English Language Arts Side-By-Side Alignment Tables:
ReadiStep – Texas Essential Knowledge and Skills

Texas Essential Knowledge and Skills					Aligned ReadiStep Skill Category
Grade	Standard	Performance Expectation		PE ID	
Seventh Grade	(23) Research/Gathering Sources.: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	(D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.		23.D	
Seventh Grade	(24) Research/Synthesizing Information.: Students clarify research questions and evaluate and synthesize collected information.	(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and		24.A	
Seventh Grade	(24) Research/Synthesizing Information.: Students clarify research questions and evaluate and synthesize collected information.	(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.		24.B	
Seventh Grade	(25) Research/Organizing and Presenting Ideas.: 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:	(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;		25.A	
Seventh Grade	(25) Research/Organizing and Presenting Ideas.: 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:	(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;		25.B	
Seventh Grade	(25) Research/Organizing and Presenting Ideas.: 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:	(C) presents the findings in a meaningful format; and		25.C	
Seventh Grade	(25) Research/Organizing and Presenting Ideas.: 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:	(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.		25.D	

English Language Arts Side-By-Side Alignment Tables:
 ReadStep – Texas Essential Knowledge and Skills

Texas Essential Knowledge and Skills				PE ID	Aligned ReadStep Skill Category
Grade	Standard	Performance Expectation			
Seventh Grade	(26) Listening and Speaking/Listening.: Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.	(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;		26.A	
Seventh Grade	(26) Listening and Speaking/Listening.: Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and		26.B	
Seventh Grade	(26) Listening and Speaking/Listening.: Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.	(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).		26.C	
Seventh Grade	(27) Listening and Speaking/Speaking.: 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 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.			27	
Seventh Grade	(28) Listening and Speaking/Teamwork.: Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.			28	
Eighth Grade	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.	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;		RC.A	
Eighth Grade	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.	(B) ask literal, interpretive, evaluative, and universal questions of text;		RC.B	
Eighth Grade	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.	(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);		RC.C	

English Language Arts Side-By-Side Alignment Tables:
 ReadStep – Texas Essential Knowledge and Skills

Texas Essential Knowledge and Skills					Aligned ReadStep Skill Category
Grade	Standard	Performance Expectation		PE ID	
Eighth Grade	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.	(D) make complex inferences about text and use textual evidence to support understanding;		RC.D	Reasoning and Inferencing
Eighth Grade	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.	(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and		RC.E	Reasoning and Inferencing
Eighth Grade	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.	(F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.		RC.F	Reasoning and Inferencing
					Organization and Ideas
Eighth Grade	(1) Reading/Fluency.: Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.			1	
Eighth Grade	(2) Reading/Vocabulary Development.: Students understand new vocabulary and use it when reading and writing.	(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;		2.A	Determining the Meaning of Words
Eighth Grade	(2) Reading/Vocabulary Development.: Students understand new vocabulary and use it when reading and writing.	(B) 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;		2.B	Determining the Meaning of Words
Eighth Grade	(2) Reading/Vocabulary Development.: Students understand new vocabulary and use it when reading and writing.	(C) complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____);		2.C	
Eighth Grade	(2) Reading/Vocabulary Development.: Students understand new vocabulary and use it when reading and writing.	(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and		2.D	
Eighth Grade	(2) Reading/Vocabulary Development.: Students understand new vocabulary and use it when reading and writing.	(E) 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.		2.E	

English Language Arts Side-By-Side Alignment Tables:
 ReadStep – Texas Essential Knowledge and Skills

Texas Essential Knowledge and Skills					Aligned ReadStep Skill Category
Grade	Standard	Performance Expectation		PE ID	
Eighth Grade	(3) Comprehension of Literary Text/Theme and Genre.: 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.	(A) analyze literary works that share similar themes across cultures;		3.A	
Eighth Grade	(3) Comprehension of Literary Text/Theme and Genre.: 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.	(B) 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); and		3.B	
Eighth Grade	(3) Comprehension of Literary Text/Theme and Genre.: 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.	(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.		3.C	Understanding Literary Elements
Eighth Grade	(4) Comprehension of Literary Text/Poetry.: 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 compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).			4	
Eighth Grade	(5) Comprehension of Literary Text/Drama.: 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 analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.			5	
Eighth Grade	(6) Comprehension of Literary Text/Fiction.: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;		6.A	Understanding Literary Elements
Eighth Grade	(6) Comprehension of Literary Text/Fiction.: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and		6.B	Understanding Literary Elements
Eighth Grade	(6) Comprehension of Literary Text/Fiction.: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.		6.C	Author's Craft
					Understanding Literary Elements

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Texas Essential Knowledge and Skills					
Grade	Standard	Performance Expectation		PE ID	Aligned ReadStep Skill Category
Eighth Grade	(7) Comprehension of Literary Text/Literary Nonfiction.: Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to 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.			7	Reasoning and Inferencing
					Organization and Ideas
Eighth Grade	(8) Comprehension of Literary Text/Sensory Language.: 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 explain the effect of similes and extended metaphors in literary text.			8	Author's Craft
					Reasoning and Inferencing
Eighth Grade	(9) Comprehension of Informational Text/Culture and History.: 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 analyze works written on the same topic and compare how the authors achieved similar or different purposes.			9	Author's Craft
					Reasoning and Inferencing
					Organization and Ideas
Eighth Grade	(10) Comprehension of Informational Text/Expository Text.: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;		10.A	Reasoning and Inferencing
Eighth Grade	(10) Comprehension of Informational Text/Expository Text.: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;		10.B	
Eighth Grade	(10) Comprehension of Informational Text/Expository Text.: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and		10.C	Reasoning and Inferencing
					Organization and Ideas
Eighth Grade	(10) Comprehension of Informational Text/Expository Text.: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	(D) 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.		10.D	Reasoning and Inferencing
					Organization and Ideas

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 ReadStep – Texas Essential Knowledge and Skills

Texas Essential Knowledge and Skills					Aligned ReadStep Skill Category
Grade	Standard	Performance Expectation		PE ID	
Eighth Grade	(11) Comprehension of Informational Text/Persuasive Text.: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	(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; and		11.A	Reasoning and Inferencing
					Organization and Ideas
Eighth Grade	(11) Comprehension of Informational Text/Persuasive Text.: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	(B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.		11.B	
Eighth Grade	(12) Comprehension of Informational Text/Procedural Texts.: Students understand how to glean and use information in procedural texts and documents.	(A) analyze text for missing or extraneous information in multi-step directions or legends for diagrams; and		12.A	
Eighth Grade	(12) Comprehension of Informational Text/Procedural Texts.: Students understand how to glean and use information in procedural texts and documents.	(B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.		12.B	
Eighth Grade	(13) Reading/Media Literacy.: 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.	(A) evaluate the role of media in focusing attention on events and informing opinion on issues;		13.A	
Eighth Grade	(13) Reading/Media Literacy.: 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.	(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;		13.B	
Eighth Grade	(13) Reading/Media Literacy.: 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.	(C) evaluate various techniques used to create a point of view in media and the impact on audience; and		13.C	
Eighth Grade	(13) Reading/Media Literacy.: 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.	(D) assess the correct level of formality and tone for successful participation in various digital media.		13.D	
Eighth Grade	(14) Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	(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;		14.A	

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Eighth Grade	(14) Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	(B) 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;		14.B	
Eighth Grade	(14) Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	(C) 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;		14.C	Manage Order and Relationships of Sentences and Paragraphs
Eighth Grade	(14) Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	(D) edit drafts for grammar, mechanics, and spelling; and		14.D	Manage Word Choice and Grammatical Relationships Between Words
					Manage Grammatical Structures Used to Modify or Compare
					Manage Phrases and Clauses in a Sentence
Eighth Grade	(14) Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.		14.E	
Eighth Grade	(15) Writing/Literary Texts.: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	(A) write an imaginative story that:	(i) sustains reader interest;	15.A.i	
Eighth Grade	(15) Writing/Literary Texts.: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	(A) write an imaginative story that:	(ii) includes well-paced action and an engaging story line;	15.A.ii	
Eighth Grade	(15) Writing/Literary Texts.: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	(A) write an imaginative story that:	(iii) creates a specific, believable setting through the use of sensory details;	15.A.iii	
Eighth Grade	(15) Writing/Literary Texts.: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	(A) write an imaginative story that:	(iv) develops interesting characters; and	15.A.iv	
Eighth Grade	(15) Writing/Literary Texts.: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	(A) write an imaginative story that:	(v) uses a range of literary strategies and devices to enhance the style and tone; and	15.A.v	
Eighth Grade	(15) Writing/Literary Texts.: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	(B) write a poem using:	(i) poetic techniques (e.g., rhyme scheme, meter);	15.B.i	
Eighth Grade	(15) Writing/Literary Texts.: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	(B) write a poem using:	(ii) figurative language (e.g., personification, idioms, hyperbole); and	15.B.ii	

English Language Arts Side-By-Side Alignment Tables:
 ReadStep – Texas Essential Knowledge and Skills

Texas Essential Knowledge and Skills					Aligned ReadStep Skill Category
Grade	Standard	Performance Expectation		PE ID	
Eighth Grade	(15) Writing/Literary Texts.: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	(B) write a poem using:	(iii) graphic elements (e.g., word position).	15.B.iii	
Eighth Grade	(16) Writing.: Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.			16	
Eighth Grade	(17) Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(A) write a multi-paragraph essay to convey information about a topic that:	(i) presents effective introductions and concluding paragraphs;	17.A.i	
Eighth Grade	(17) Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(A) write a multi-paragraph essay to convey information about a topic that:	(ii) contains a clearly stated purpose or controlling idea;	17.A.ii	
Eighth Grade	(17) Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(A) write a multi-paragraph essay to convey information about a topic that:	(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	17.A.iii	
Eighth Grade	(17) Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(A) write a multi-paragraph essay to convey information about a topic that:	(iv) accurately synthesizes ideas from several sources; and	17.A.iv	
Eighth Grade	(17) Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(A) write a multi-paragraph essay to convey information about a topic that:	(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	17.A.v	
Eighth Grade	(17) Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;		17.B	
Eighth Grade	(17) Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(C) write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and		17.C	
Eighth Grade	(17) Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.		17.D	
Eighth Grade	(18) Writing/Persuasive Texts.: 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:	(A) establishes a clear thesis or position;		18.A	
Eighth Grade	(18) Writing/Persuasive Texts.: 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:	(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and		18.B	

English Language Arts Side-By-Side Alignment Tables:
ReadiStep – Texas Essential Knowledge and Skills

Texas Essential Knowledge and Skills					Aligned ReadiStep Skill Category
Grade	Standard	Performance Expectation		PE ID	
Eighth Grade	(18) Writing/Persuasive Texts.: 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:	(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.		18.C	
Eighth Grade	(19) Oral and Written Conventions/Conventions.: 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.	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(i) verbs (perfect and progressive tenses) and participles;	19.A.i	Manage Word Choice and Grammatical Relationships Between Words
					Recognize Correctly-Formed Sentences
Eighth Grade	(19) Oral and Written Conventions/Conventions.: 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.	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(ii) appositive phrases;	19.A.ii	
Eighth Grade	(19) Oral and Written Conventions/Conventions.: 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.	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(iii) adverbial and adjectival phrases and clauses;	19.A.iii	Manage Grammatical Structures Used to Modify or Compare
					Manage Phrases and Clauses in a Sentence
					Recognize Correctly-Formed Sentences
Eighth Grade	(19) Oral and Written Conventions/Conventions.: 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.	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(iv) relative pronouns (e.g., whose, that, which); and	19.A.iv	Manage Word Choice and Grammatical Relationships Between Words
					Recognize Correctly-Formed Sentences
Eighth Grade	(19) Oral and Written Conventions/Conventions.: 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.	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	(v) subordinating conjunctions (e.g., because, since);	19.A.v	Manage Phrases and Clauses in a Sentence
					Recognize Correctly-Formed Sentences
Eighth Grade	(19) Oral and Written Conventions/Conventions.: 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.	(B) write complex sentences and differentiate between main versus subordinate clauses; and		19.B	
Eighth Grade	(19) Oral and Written Conventions/Conventions.: 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.	(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.		19.C	
Eighth Grade	(20) Writing/Conventions of Language/Handwriting.: Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity.	(A) use conventions of capitalization; and		20.A	

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Texas Essential Knowledge and Skills					Aligned ReadStep Skill Category
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Eighth Grade	(20) Writing/Conventions of Language/Handwriting.: Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity.	(B) use correct punctuation marks, including:	(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and	20.B.i	
Eighth Grade	(20) Writing/Conventions of Language/Handwriting.: Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity.	(B) use correct punctuation marks, including:	(ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.	20.B.ii	
Eighth Grade	(21) Oral and Written Conventions/Spelling.: Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.			21	
Eighth Grade	(22) Research/Research Plan.: Students ask open-ended research questions and develop a plan for answering them.	(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and		22.A	
Eighth Grade	(22) Research/Research Plan.: Students ask open-ended research questions and develop a plan for answering them.	(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.		22.B	
Eighth Grade	(23) Research/Gathering Sources.: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;		23.A	
Eighth Grade	(23) Research/Gathering Sources.: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	(B) categorize information thematically in order to see the larger constructs inherent in the information;		23.B	
Eighth Grade	(23) Research/Gathering Sources.: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and		23.C	
Eighth Grade	(23) Research/Gathering Sources.: Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	(D) differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.		23.D	

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Grade	Standard	Performance Expectation		PE ID	
Eighth Grade	(24) Research/Synthesizing Information.: Students clarify research questions and evaluate and synthesize collected information.	(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and		24.A	
Eighth Grade	(24) Research/Synthesizing Information.: Students clarify research questions and evaluate and synthesize collected information.	(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.		24.B	
Eighth Grade	(25) Research/Organizing and Presenting Ideas.: 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:	(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;		25.A	
Eighth Grade	(25) Research/Organizing and Presenting Ideas.: 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:	(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;		25.B	
Eighth Grade	(25) Research/Organizing and Presenting Ideas.: 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:	(C) presents the findings in a meaningful format; and		25.C	
Eighth Grade	(25) Research/Organizing and Presenting Ideas.: 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:	(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.		25.D	
Eighth Grade	(26) Listening and Speaking/Listening.: Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.	(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;		26.A	
Eighth Grade	(26) Listening and Speaking/Listening.: Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and		26.B	
Eighth Grade	(26) Listening and Speaking/Listening.: Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.	(C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.		26.C	
Eighth Grade	(27) Listening and Speaking/Speaking.: 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 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.			27	

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Grade	Standard	Performance Expectation		PE ID	Aligned ReadStep Skill Category
Eighth Grade	(28) Listening and Speaking/Teamwork.: Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.			28	