

**Heinle Cengage Learning**  
***Step By Step Writing***  
**Books 1-2**  
correlated to  
**Texas Essential Knowledge and Skills (TEKS)**  
**English Language Arts and Reading**  
**Grades 6-8**



Areas in Grey indicate no correlation was found.

Grade Six	Step By Step Writing Book 1	Step By Step Writing Book 2
<b>(6.1) Listening/speaking/purposes.</b> The student listens actively and purposefully in a variety of settings.		
(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8)	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 80, 92, 106	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 30, 60, 90, 134
(B) eliminate barriers to effective listening (4-8)		
(C) understand the major ideas and supporting evidence in spoken messages (4-8)		
(D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8)		
<b>(6.2) Listening/speaking/critical listening.</b> The student listens critically to analyze and evaluate a speaker's message(s).		
(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8)	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 80, 92, 106	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 30, 60, 90, 134
(B) identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda (6)		
(C) distinguish between the speaker's opinion and verifiable fact (4-8)		
(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8)		
(E) compare his/her own perception of a spoken message with the perception of others (6-8)		
(F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8)		
<b>(6.3) Listening/speaking/appreciation.</b> The student listens to enjoy and appreciate spoken language.		
(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8)	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 80, 92, 106	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 30, 60, 90, 134
(B) analyze oral interpretations of literature for effects on the listener (6-8)		
(C) analyze the use of aesthetic language for its effects (6-8)		
<b>(6.4) Listening/speaking/culture.</b> The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.		
(A) connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening (4-8)	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i>	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i>

(B) compare oral traditions across regions and cultures (4-8)	sections of each chapter: e.g., 80, 92, 106	sections of each chapter: e.g., 30, 60, 90, 134
(C) identify how language use such as labels and sayings reflects regions and cultures (4-8)		
<b>(6.5) Listening/speaking/audiences.</b> The student speaks clearly and appropriately to different audiences for different purposes and occasions.		
(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8)	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 80, 92, 106	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 30, 60, 90, 134
(B) demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8)		
(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8)		
(D) generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8)		
(E) use effective rate, volume, pitch, and tone for the audience and setting (4-8)		
(F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8)		
<b>(6.6) Reading/word identification.</b> The student uses a variety of word recognition strategies.		
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
(B) use structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , <i>in-</i> , and suffixes such as <i>-ness</i> , <i>-tion</i> , and <i>-able</i> (4-6)		
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8)		
<b>(6.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.		
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (6)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (6)		
(C) demonstrate characteristics of fluent and effective readers (4-6)		
(D) adjust reading rate based on purposes for reading (4-8)		
(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8)		
(F) read silently with increasing ease for longer periods (4-8)		

<b>(6.8) Reading/variety of texts.</b> The student reads widely for different purposes in varied sources.		
(D) read to take action such as to complete forms, make informed recommendations, and write a response (6-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
<b>(6.9) Reading/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study.		
(A) develop vocabulary by listening to selections read aloud (4-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
(B) draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8)		
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8)		
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> or <i>un-</i> (4-8)		
(E) study word meanings systematically such as across curricular content areas and through current events (4-8)		
(F) distinguish denotative and connotative meanings (6-8)		
(G) use word origins as an aid to understanding historical influences on English word meanings (6-8)		
<b>(6.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.		
(A) use his/her own knowledge and experience to comprehend (4-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8)		
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8)		
(D) describe mental images that text descriptions evoke (4-8)		
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8)		
(F) determine a text's main (or major ideas) and how those ideas are supported with details (4-8)		
(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8)		

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8)		
(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8)		
(J) distinguish fact and opinion in various texts (4-8)		
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8)		
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8)		
(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8)		
<b>(6.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.		
(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8)		
(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8)		
(D) connect, compare, and contrast ideas, themes, and issues across text (4-8)		
<b>(6.12) Reading/text structures/literary concepts.</b> The student analyzes the characteristics of various types of texts (genres).		
(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8)		
(C) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8)		
(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships and changes they undergo (4-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32

<b>(6.12) Reading/text structures/literary concepts, (cont.).</b> The student analyzes the characteristics of various types of texts (genres).		
(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
(K) recognize how style, tone, and mood contribute to the effect of the text (6-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
<b>(6.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.		
(A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8)		
(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8)		
(D) interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8)		
(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8)		
(F) produce research projects and reports in effective formats for various audiences (6-8)		
(G) draw conclusions from information gathered from multiple sources (4-8)		
(H) use compiled information and knowledge to raise additional, unanswered questions (3-8)		
(I) present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate (6-8)		

<b>(6.14) Reading/culture.</b> The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.		
(A) compare text events with his/her own and other readers' experiences (4-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
<b>(6.15) Writing/purposes.</b> The student writes for a variety of audiences and purposes and in a variety of forms.		
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8)	Student has opportunity to practice throughout writing activities.	Student has opportunity to practice throughout writing activities.
(B) write to influence such as to persuade, argue, and request (4-8)	60	82, 87, 88
(C) write to inform such as to explain, describe, report, and narrate (4-8)	8, 34, 46, 112	60, 61, 90, 91, 96-102, 104, 105, 108, 110-116
(E) select and use voice and style appropriate to audience and purpose (6-8)	8, 34, 46, 60, 112	60, 61, 82, 87, 88, 90, 91, 96-102, 104, 105, 108, 110-116
(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (6)	86, 98	30, 31, 36-42, 74, 75, 80-86, 134, 135, 140-146
(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8)	Student has opportunity to practice throughout Writing activities.	Student has opportunity to practice throughout Writing activities.
<b>(6.16) Writing/penmanship/capitalization/punctuation/spelling.</b> The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly.		
(A) write legibly by selecting cursive or manuscript as appropriate (4-8)	Students have opportunity to practice in Writing Activities.	Students have opportunity to practice in Writing Activities.
(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)	7, 33, 43	7, 65, 79
(E) use resources to find correct spellings (4-8)	71	
(F) spell accurately in final drafts (4-8)	Students have opportunity to practice in Writing Activities.	Students have opportunity to practice in Writing Activities.
<b>(6.17) Writing/grammar/usage.</b> The student applies standard grammar and usage to communicate clearly and effectively in writing.		
(A) use regular and irregular plurals correctly (4-6)	16	149
(B) write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses (6)	19, 137	47, 63, 64, 107

(C) use conjunctions to connect ideas meaningfully (4-8)	45	164
(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8)	4, 18, 20, 44, 58, 72, 137, 138	14, 62, 76, 92, 106, 122, 136
(E) use prepositional phrases to elaborate written ideas (4-8)	44, 139, 140	5, 6, 163
(F) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8)	122, 137	95, 157, 176
(G) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8)	83, 133-135, 140, 141	5, 17, 33, 78, 93, 151-155
(H) write with increasing accuracy when using apostrophes in contractions such as <i>doesn't</i> and possessives such as <i>Maria's</i> (4-8)	5, 6, 17, 18, 132-134, 136, 140, 141	49, 64, 150
(I) write with increasing accuracy when using pronoun case such as "He and they joined him." (6-8)	6, 70, 132	49, 64, 150
<b>(6.18) Writing/writing process.</b> The student selects and uses writing processes for self-initiated and assigned writing.		
(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8)	10, 22, 36, 48, 62, 74, 88, 100, 114, 126	10, 22, 23, 38, 39, 52, 53, 68, 69, 82, 83, 98, 99, 112, 113, 128, 129, 142, 143
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8)	11, 23, 37, 49, 63, 75, 89, 101, 115, 127	11, 25, 41, 55, 71, 85, 101, 115, 131, 145
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8)		
(D) revise drafts for coherence, progression, and logical support of ideas (4-8)		
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8)		
(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8)		
(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8)		
(H) proofread his/her own writing and that of others (4-8)		
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8)		
<b>6.19) Writing/evaluation.</b> The student evaluates his/her own writing and the writings of others.		
(A) apply criteria to evaluate writing (4-8)	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
(B) respond in constructive ways to others' writings (4-8)		
(C) evaluate how well his/her own writing achieves its purposes (4-8)		

(D) analyze published examples as models for writing (4-8)	8, 20, 34, 46, 60, 72, 86, 98, 112, 124	8, 20, 36, 50, 66, 80, 96, 110, 126, 140
<b>(6.20) Writing/inquiry/research.</b> The student uses writing as a tool for learning and research.		
(A) frame questions to direct research (4-8)	128	12, 26, 72, 86, 102, 116, 132, 146
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8)	10, 22, 36, 48, 62, 74, 88, 100, 114, 126	10, 22, 23, 38, 39, 52, 53, 68, 69, 82, 83, 98, 99, 112, 113, 128, 129, 142, 143
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8)	76, 116	26, 42, 72, 116, 132
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8)	10, 22, 36, 48, 62, 74, 88, 100, 114, 126	10, 22, 23, 38, 39, 52, 53, 68, 69, 82, 83, 98, 99, 112, 113, 128, 129, 142, 143
(E) present information in various forms using available technology (4-8)	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
(F) evaluate his/her own research and raise new questions for further investigation (4-8)	128	12, 26, 72, 86, 102, 116, 132, 146
(G) follow accepted formats for writing research, including documenting sources (6-8)	24, 76, 102, 116, 128, 144, 145	12, 26, 72, 102, 125
<b>(6.21) Writing/connections.</b> The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.		
(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8)	25, 51, 77, 103, 129	27, 57, 87, 117, 147
(B) correspond with peers or others via e-mail or conventional mail (4-8)	90, 102	42
<b>(6.24) Viewing/representing/production.</b> The student produces visual images, messages, and meanings that communicate with others.		
(A) select, organize, or produce visuals to complement and extend meanings (4-8)	12, 38, 50	72, 102

**Heinle Cengage Learning**  
**Step By Step Writing**  
**Books 1-2**  
 correlated to  
**Texas Essential Knowledge and Skills (TEKS)**  
**English Language Arts and Reading**  
**Grade 7**

Grade Seven	Step By Step Writing Book 1	Step By Step Writing Book 2
<b>(7.1) Listening/speaking/purposes.</b> The student listens actively and purposefully in a variety of settings.		
(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8)	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 80, 92, 106	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 30, 60, 90, 134
(B) eliminate barriers to effective listening (4-8)		
(C) understand the major ideas and supporting evidence in spoken messages (4-8)		
(D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8)		
<b>(7.2) Listening/speaking/critical listening.</b> The student listens critically to analyze and evaluate a speaker's message(s).		
(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8)	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 80, 92, 106	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 30, 60, 90, 134
(B) analyze a speaker's persuasive techniques and credibility (7-8)		
(C) distinguish between the speaker's opinion and verifiable fact (4-8)		
(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8)		

<b>(7.2) Listening/speaking/critical listening, (cont.).</b> The student listens critically to analyze and evaluate a speaker's message(s).		
(E) compare his/her own perception of a spoken message with the perception of others (6-8)	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 80, 92, 106	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 30, 60, 90, 134
(F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8)		
<b>(7.3) Listening/speaking/appreciation.</b> The student listens to enjoy and appreciate spoken language.		
(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8)	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 80, 92, 106	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 30, 60, 90, 134
(B) analyze oral interpretations of literature for effects on the listener (6-8)		
(C) analyze the use of aesthetic language for its effects (6-8)		
<b>(7.4) Listening/speaking/culture.</b> The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of culture.		
(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8)	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 80, 92, 106	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 30, 60, 90, 134
(B) compare oral traditions across regions and cultures (4-8)		
(C) identify how language use such as labels and sayings reflects regions and cultures (4-8)		
<b>(7.5) Listening/speaking/audiences.</b> The student speaks clearly and appropriately to different audiences for different purposes and occasions.		
(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8)	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 80, 92, 106	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 30, 60, 90, 134
(B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8)		
(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8)		
(D) generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8)		
(E) use effective rate, volume, pitch, and tone for the audience and setting (4-8)		
(F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8)		

<b>(7.6) Reading/word identification.</b> The student uses a variety of word recognition strategies.		
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
(B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8)		
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8)		
<b>(7.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.		
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (7)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (7)		
(C) adjust reading rate based on purposes for reading (4-8)		
(D) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8)		
(E) read silently with increasing ease for longer periods (4-8)		
<b>(7.8) Reading/variety of texts.</b> The student reads widely for different purposes in varied sources.		
(D) read to take action such as to complete forms, make informed recommendations, and write a response (6-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32

<b>(7.9) Reading/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study.		
(A) develop vocabulary by listening to selections read aloud (4-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language idioms, multiple-meaning words, and analogies (6-8)		
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meaning and usage (4-8)		
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , or <i>un-</i> (4-8)		
(E) study word meanings systematically such as across curricular content areas and through current events (4-8)		
(F) distinguish denotative and connotative meanings (6-8)		
(G) use word origins as an aid to understanding historical influences on English word meanings (6-8)		
<b>(7.10) Reading/comprehension.</b> The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.		
(A) use his/her own knowledge and experience to comprehend (4-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8)		
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8)		
(D) describe mental images that text descriptions evoke (4-8)		
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8)		
(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8)		
(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8)		
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8)		
(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8)		
(J) distinguish fact and opinion in various texts (4-8)		

<b>(7.10) Reading/comprehension, (cont.).</b> The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.		
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8)		
(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8)		
<b>(7.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.		
(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
(B) interpret text ideas through such varied means journal writing, discussion, enactment, and media (4-8)		
(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8)		
(D) connect, compare, and contrast ideas, themes, and issues across text (4-8)		
<b>(7.12) Reading/text structures/literary concepts.</b> The student analyzes the characteristics of various types of texts (genres).		
(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8)		
(C) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8)		
(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
<b>(7.12) Reading/text structures/literary concepts, (cont.).</b> The student analyzes the characteristics of various types of texts (genres).		

(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
(K) recognize how style, tone, and mood contribute to the effect of the text (6-8).	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
<b>(7.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.		
(A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8)		
(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8)		
(D) interpret and use graphic sources of information such as maps, graphs, timelines or tables to address research questions (4-8)		
(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8)		
(F) produce research projects and reports in effective formats for various audiences (6-8)		
(G) draw conclusions from information gathered from multiple sources (4-8)		
(H) use compiled information and knowledge to raise additional, unanswered questions (3-8)		
(I) present organized statements, reports, and speeches using visuals or media to support meaning (6-8)		
<b>(7.14) Reading/culture.</b> The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.		
A) compare text events with his/her own and other readers' experiences (4-8)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
<b>(7.15) Writing/purposes.</b> The student writes for a variety of audiences and purposes and in a variety of forms.		

(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8)	Student has opportunity to practice throughout writing activities.	Student has opportunity to practice throughout writing activities.
(B) write to influence such as to persuade, argue, and request (4-8)	60	82, 87, 88
(C) write to inform such as to explain, describe, report, and narrate (4-8)	8, 34, 46, 112	60, 61, 90, 91, 96-102, 104, 105, 108, 110-116
(E) select and use voice and style appropriate to audience and purpose (6-8)	8, 34, 46, 60, 112	60, 61, 82, 87, 88, 90, 91, 96-102, 104, 105, 108, 110-116
(F) choose the appropriate form for his/her own purpose for writing such as journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions (7-8)	86, 98	30, 31, 36-42, 74, 75, 80-86, 134, 135, 140-146
(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8)	Student has opportunity to practice throughout Writing activities.	Student has opportunity to practice throughout Writing activities.
<b>(7.16) Writing/penmanship/capitalization/punctuation/spelling.</b> The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly.		
(A) write legibly by selecting cursive or manuscript as appropriate (4-8)	Students have opportunity to practice in Writing Activities.	Students have opportunity to practice in Writing Activities.
(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)	7, 33, 43	7, 65, 79
(E) use resources to find correct spellings (4-8)	71	
(F) spell accurately in final drafts (4-8)	Students have opportunity to practice in Writing Activities.	Students have opportunity to practice in Writing Activities.
<b>(7.17) Writing/grammar/usage.</b> The student applies standard grammar and usage to communicate clearly and effectively in writing.		
(A) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8)	19, 137	47, 63, 64, 107
(B) use conjunctions to connect ideas meaningfully (4-8)	45	164
(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8)	122, 137	95, 157, 176
(D) use adjectives (comparatives and superlatives forms) and adverbs appropriately to make writing vivid or precise (4-8)	4, 18, 20, 44, 58, 72, 137, 138	14, 62, 76, 92, 106, 122, 136
(E) use prepositional phrases to elaborate written ideas (4-8)	44, 139, 140	5, 6, 163
(F) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8)	83, 133-135, 140, 141	5, 17, 33, 78, 93, 151-155

(G) write with increasing accuracy when using apostrophes in contractions such as <i>won't</i> and possessives such as <i>Smith's</i> (4-8)	5, 6, 17, 18, 132-134, 136, 140, 141	49, 64, 150
(H) write with increasing accuracy when using pronoun case such as "She had the party." (6-8)	6, 70, 132	49, 64, 150
<b>(7.18) Writing/writing processes.</b> The student selects and uses writing processes for self-initiated and assigned writing.		
(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8)	10, 22, 36, 48, 62, 74, 88, 100, 114, 126	10, 22, 23, 38, 39, 52, 53, 68, 69, 82, 83, 98, 99, 112, 113, 128, 129, 142, 143
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8)	11, 23, 37, 49, 63, 75, 89, 101, 115, 127	11, 25, 41, 55, 71, 85, 101, 115, 131, 145
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8)		
(D) revise drafts for coherence, progression, and logical support of ideas (4-8)		
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8)		
(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8)		
(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8)		
(H) proofread his/her own writing and that of others (4-8)		
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8)		
<b>(7.19) Writing/evaluation.</b> The student evaluates his/her own writing and the writings of others.		
(A) apply criteria to evaluate writing (4-8)	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
(B) respond in constructive ways to others' writings (4-8)	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
(C) evaluate how well his/her own writing achieves its purposes (4-8)	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
(D) analyze published examples as models for writing (4-8)	8, 20, 34, 46, 60, 72, 86, 98, 112, 124	8, 20, 36, 50, 66, 80, 96, 110, 126, 140

<b>(7.20) Writing/inquiry/research.</b> The student uses writing as a tool for learning and research.		
(A) frame questions to direct research (4-8)	128	12, 26, 72, 86, 102, 116, 132, 146
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8)	10, 22, 36, 48, 62, 74, 88, 100, 114, 126	10, 22, 23, 38, 39, 52, 53, 68, 69, 82, 83, 98, 99, 112, 113, 128, 129, 142, 143
(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8)	76, 116	26, 42, 72, 116, 132
(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8)	10, 22, 36, 48, 62, 74, 88, 100, 114, 126	10, 22, 23, 38, 39, 52, 53, 68, 69, 82, 83, 98, 99, 112, 113, 128, 129, 142, 143
(E) present information in various forms using available technology (4-8)	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
(F) evaluate his/her own research and frame new questions for further investigation (4-8)	128	12, 26, 72, 86, 102, 116, 132, 146
(G) follow accepted formats for writing research, including documenting sources (6-8)	24, 76, 102, 116, 128, 144, 145	12, 26, 72, 102, 125
<b>(7.21) Writing/connections.</b> The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.		
(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8)	25, 51, 77, 103, 129	27, 57, 87, 117, 147
(B) correspond with peers or others via e-mail or conventional mail (4-8)	90, 102	42
<b>(7.24) Viewing/representing/production.</b> The student produces visual images, messages, and meanings that communicate with others.		
(A) select, organize, or produce visuals to complement and extend meanings (4-8)	12, 38, 50	72, 102

**Heinle Cengage Learning**  
**Step By Step Writing**  
**Books 1-2**  
 correlated to  
**Texas Essential Knowledge and Skills (TEKS)**  
**English Language Arts and Reading**  
**Grade 8**

Grade 8	Step By Step Writing Book 1	Step By Step Writing Book 2
<b>Reading/word identification.</b> <i>The student uses a variety of word recognition strategies.</i>		
apply knowledge of letter-sound correspondences, language structure, and context to recognize words	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes		
locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources		
<b>Reading/fluency.</b> <i>The student reads with fluency and understanding in texts at appropriate difficulty levels.</i>		
read regularly in independent-level materials (texts in which approximately no more than 1 in 20 words is difficult for the reader)	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)		
adjust reading rate based on purposes for reading		
read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners		
read silently with increasing ease for longer periods		

<b>Reading/variety of texts.</b> The student reads widely for different purposes in varied sources.		
read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
<b>Reading/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study.		
develop vocabulary by listening to selections read aloud	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies		
use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage		
determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , or <i>un-</i>		
study word meanings systematically such as across curricular content areas and through current events		
distinguish denotative and connotative meanings		
use word origins as an aid to understanding historical influences on English word meanings		
<b>Reading/comprehension.</b> The student comprehends selections using a variety of strategies.		
use his/her own knowledge and experience to comprehend	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems		
monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions		
describe mental images that text descriptions evoke		
use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information		
determine a text's main (or major) ideas and how those ideas are supported with details		
paraphrase and summarize text to recall, inform, or organize ideas		
draw inferences such as conclusions or generalizations and support them with text evidence and experience		

find similarities and differences across texts such as in treatment, scope, or organization		
distinguish fact and opinion in various texts		
answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer		
represent text information in different ways such as in outline, timeline, or graphic organizer		
use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record		
<b>Reading/literary response.</b> The student expresses and supports responses to various types of texts.		
offer observations, make connections, react, speculate, interpret, and raise questions in response to texts	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
interpret text ideas through such varied means as journal writing, discussion, enactment, and media		
support responses by referring to relevant aspects of text and his/her own experiences		
connect, compare, and contrast ideas, themes, and issues across text		
<b>Reading/text structure/literary concepts.</b> The student analyzes the characteristics of various types of texts (genres).		
identify the purposes of different types of texts such as to inform, influence, express, or entertain	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry		
compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants		
analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32

analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
recognize how style, tone, and mood contribute to the effect of the text	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
<b>Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.		
form and revise questions for investigations, including questions arising from readings, assignments, and units of study	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32
use text organizers, including headings, graphic features, and tables of contents, to locate and organize information		
use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions		
interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions		
summarize record and organize information from multiple sources by taking notes, outlining ideas, and making charts		
produce research projects and reports in effective formats for various audiences		
draw conclusions from information gathered from multiple sources		
use compiled information and knowledge to raise additional, unanswered questions		
present organized statements, reports, and speeches using visuals or media to support meaning		
<b>Reading/culture.</b> The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.		
compare text events with his/her own and other readers' experiences	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 4, 14, 16, 30, 32

<b>Writing</b>		
<b>Writing/purposes.</b> The student writes for a variety of audiences and purposes and in a variety of forms.		
write to express, discover, record, develop, reflect on ideas, and to problem solve	Student has opportunity to practice throughout Writing activities.	Student has opportunity to practice throughout Writing activities.
write to influence such as to persuade, argue, and request	60	82, 87, 88
write to inform such as to explain, describe, report, and narrate	8, 34, 46, 112	60, 61, 90, 91, 96-102, 104, 105, 108, 110-116
select and use voice and style appropriate to audience and purpose	8, 34, 46, 60, 112	60, 61, 82, 87, 88, 90, 91, 96-102, 104, 105, 108, 110-116
choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions	86, 98	30, 31, 36-42, 74, 75, 80-86, 134, 135, 140-146
produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording	Student has opportunity to practice throughout Writing activities.	Student has opportunity to practice throughout Writing activities.
<b>Writing/penmanship/capitalization/punctuation/spelling.</b> The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly.		
write legibly by selecting cursive or manuscript as appropriate	Students have opportunity to practice in Writing Activities.	Students have opportunity to practice in Writing Activities.
capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation	7, 33, 43	7, 65, 79
use resources to find correct spellings	71	
spell accurately in final drafts	Students have opportunity to practice in Writing Activities.	Students have opportunity to practice in Writing Activities.

<b>Writing/grammar/usage.</b> The student applies standard grammar and usage to communicate clearly and effectively in writing.		
write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses	19, 137	47, 63, 64, 107
use conjunctions to connect ideas meaningfully	45	164
employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech	122, 137	95, 157, 176
use adjectives (comparatives and superlative forms) and adverbs appropriately to make writing vivid or precise	4, 18, 20, 44, 58, 72, 137, 138	14, 62, 76, 92, 106, 122, 136
use prepositional phrases to elaborate written ideas	44, 139, 140	5, 6, 163
use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive	83, 133-135, 140, 141	5, 17, 33, 78, 93, 151-155
write with increasing accuracy when using apostrophes in contractions such as <i>doesn't</i> and possessives such as <i>Texas's</i>	5, 6, 17, 18, 132-134, 136, 140, 141	49, 64, 150
write with increasing accuracy when using pronoun case such as "She stepped between them and us."	6, 70, 132	49, 64, 150
<b>Writing/processes.</b> The student selects and uses writing processes for self-initiated and assigned writing.		
generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs	10, 22, 36, 48, 62, 74, 88, 100, 114, 126	10, 22, 23, 38, 39, 52, 53, 68, 69, 82, 83, 98, 99, 112, 113, 128, 129, 142, 143
develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text	11, 23, 37, 49, 63, 75, 89, 101, 115, 127	11, 25, 41, 55, 71, 85, 101, 115, 131, 145
revise selected drafts by adding, elaborating, deleting, combining, and rearranging text		
revise drafts for coherence, progression, and logical support of ideas		
edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice		
use available technology to support aspects of creating, revising, editing, and publishing texts		
refine selected pieces frequently to "publish" for general and specific audiences		
proofread his/her own writing and that of others		
select and use reference materials and resources as needed for writing, revising, and editing final drafts		

<b>Writing/evaluation.</b> The student evaluates his/her own writing and the writings of others.		
apply criteria to evaluate writing	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
respond in constructive ways to others' writings		
evaluate how well his/her own writing achieves its purposes		
analyze published examples as models for writing		
<b>Writing/inquiry/research.</b> The student uses writing as a tool for learning and research.		
frame questions to direct research	128	12, 26, 72, 86, 102, 116, 132, 146
organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer	10, 22, 36, 48, 62, 74, 88, 100, 114, 126	10, 22, 23, 38, 39, 52, 53, 68, 69, 82, 83, 98, 99, 112, 113, 128, 129, 142, 143
take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches	76, 116	26, 42, 72, 116, 132
summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines	10, 22, 36, 48, 62, 74, 88, 100, 114, 126	10, 22, 23, 38, 39, 52, 53, 68, 69, 82, 83, 98, 99, 112, 113, 128, 129, 142, 143
present information in various forms using available technology	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
evaluate his/her own research and frame new questions for further investigation	128	12, 26, 72, 86, 102, 116, 132, 146
follow accepted formats for writing research, including documenting sources	24, 76, 102, 116, 128, 144, 145	12, 26, 72, 102, 125
<b>Writing/connections.</b> The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.		
collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms	25, 51, 77, 103, 129	27, 57, 87, 117, 147
correspond with peers or others via e-mail or conventional mail	90, 102	42