



Literacy and Intervention

STAAR READING ASSESSMENT

Academy of **READING**[®]

Proven to Raise Achievement for Struggling Readers

Grades 2–12



STAAR Reading Assessment

Academy of READING: Correlated to the STAAR Reading Assessment in Grades 3-8

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Academy of READING: Correlated to STAAR Reading Assessment in Grade 3

STAAR REFERENCE	UNDERSTANDING ACROSS GENRES	ACADEMY OF READING
Reading/Vocabulary Development.		
3.1.4	<p>Understand new vocabulary and use it when reading and writing. Students are expected to:</p> <ul style="list-style-type: none"> A. Identify the meaning of common prefixes (e.g., <i>in-</i>, <i>dis-</i>) and suffixes (e.g., <i>-full</i>, <i>-less</i>), and know how they change the meaning of roots; <i>Readiness</i> B. Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs; <i>Readiness</i> C. Identify and use antonyms, synonyms, homographs, and homophones. <i>Supporting</i> 	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
Reading/Beginning Reading/Strategies.		
3.2.2	<p>Comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <ul style="list-style-type: none"> B. Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text. <i>Supporting</i> 	
Reading/Comprehension of Literary Text/Theme and Genre.		
3.2.5	<p>Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
	<p>A. Paraphrase the themes and supporting details of fables, legends, myths, or stories. <i>Supporting</i></p>	
Reading/Comprehension of Literary Text/Poetry.		
3.2.6	<p>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:</p> <p>A. Describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse). <i>Supporting</i></p>	
Reading/Comprehension of Literary Text/Fiction.		
3.2.8	<p>Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>A. Sequence and summarize the plot's main events and explain their influence on future events; <i>Readiness</i></p> <p>B. Describe the interaction of characters including their relationships and the changes they undergo. <i>Readiness</i></p>	
Reading/Comprehension of Literary Text/Literary Non-fiction		
3.2.9	<p>Understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. <i>Supporting</i></p>	
Reading/Comprehension of Literary Text/Sensory Language.		
3.2.10	<p>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</p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
	expected to: A. Identify language that creates a graphic visual experience and appeals to the senses. <i>Supporting</i>	
Reading/Media Literacy.		
3.2.16	Use comprehension skills to analyze how words, images, graphic, 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. <i>Supporting</i>	
Reading/Comprehension Skills.		
3.2.Figure 19	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. The student is expected to: D. Make inferences about text and use textual evidence to support understanding; <i>Readiness (Fiction) / Supporting (Literary Nonfiction, Poetry)</i> E. Summarize information in text, maintaining meaning and logical order. <i>Readiness (Fiction) / Supporting (Literary Nonfiction, Poetry)</i>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
Reading/Comprehension of Informational Text/Culture and History.		
3.3.12	Analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical,	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
	and contemporary contexts and provide evidence from the text to support their understanding.	
Reading/Comprehension of Informational Text/Expository Text.		
3.3.13	Analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: <ul style="list-style-type: none"> A. Identify the details or facts that support the main idea; <i>Readiness</i> B. Draw conclusions from the g=facts presented in text and support those assertions with textual evidence; <i>Readiness</i> C. Identify explicit cause and effect relationships among ideas in texts; <i>Readiness</i> D. Use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text. <i>Readiness</i> 	
Reading/Comprehension of Informational Text/Procedural Text.		
3.3.15	Understand how to glean and use information in procedural texts and documents. Students are expected to: <ul style="list-style-type: none"> B. Locate and use specific information in graphic features of text. <i>Supporting</i> 	
Reading/Media Literacy		
3.3.16	Use comprehension skills to analyze how words, images, graphic, 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. <i>Supporting</i>	
Reading/Comprehension Skills.		
3.3.Figure 19	Use a flexible range of metacognitive reading skills	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
	<p>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. The student is expected to:</p> <ul style="list-style-type: none"> D. Make inferences about text and use textual evidence to support understanding; <i>Readiness</i> E. Summarize information in text, maintaining meaning and logical order. <i>Readiness</i> 	

Academy of READING: Correlated to STAAR Reading Assessment in Grade 4

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS ACROSS GENRES	ACADEMY OF READING
Reading/Vocabulary Development.		
4.1.2	<p>Understand new vocabulary and use it when reading and writing. Students are expected to:</p> <ul style="list-style-type: none"> A. Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; <i>Readiness</i> B. Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; <i>Readiness</i> C. Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words. <i>Readiness</i> 	
Reading/Comprehension of Literary Text/Literary Nonfiction.		
4.1.7	<p>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:</p> <ul style="list-style-type: none"> A. Identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography. <i>Supporting</i> 	
Reading/Comprehension Skills.		
4.1. Figure 19	<p>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. The student</p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS ACROSS GENRES	ACADEMY OF READING
	<p>is expected to:</p> <p>F. Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence. <i>Readiness</i></p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
Reading/Comprehension of Literary Text/Theme and Genre.		
4.2.3	<p>Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>A. Summarize and explain the lesson or message of a work of fiction as its theme; <i>Supporting</i></p> <p>B. Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. <i>Supporting</i></p>	
Reading/Comprehension of Literary Text/Poetry.		
4.2.4	<p>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:</p> <p>A. Explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse). <i>Supporting</i></p>	
Reading/Comprehension of Literary Text/Drama.		
4.2.5	<p>Understand, make inferences and draw conclusions about the structure and elements of drama and</p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
	provide evidence from text to support their understanding. Students are expected to: A. Describe the structural elements particular to dramatic literature. <i>Supporting</i>	
Reading/Comprehension of Literary Text/Fiction		
4.2.6	Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: A. Sequence and summarize the plot's main events and explain their influence on future events; <i>Readiness</i> B. Describe the interaction of characters including their relationships and the changes they undergo; <i>Readiness</i> C. Identify whether the narrator or speaker of a story is first or third person. <i>Supporting</i>	
Reading/Comprehension of Literary Text/Sensory Language.		
4.2.8	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: A. Identify the author's use of similes and metaphors to produce imagery. <i>Supporting</i>	
Reading/Media Literacy.		
4.2.14	Use comprehension skills to analyze how words, images, graphic, and sounds work together in various forms to impact meaning. <i>Supporting</i>	
Reading/Comprehension Skills.		
4.2.Figure 19	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	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
	<p>depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> D. Make inferences about text and use textual evidence to support understanding; <i>Readiness</i> (Fiction) / <i>Supporting</i> (Literary Nonfiction, Poetry, Drama) E. Summarize information in text, maintaining meaning and logical order. <i>Readiness</i> (Fiction) / <i>Supporting</i> (Literary Nonfiction, Poetry, Drama) 	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
Reading/Comprehension of Informational Text/Culture and History.		
4.3.10	<p>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. <i>Readiness</i></p>	
Reading/Comprehension of Informational Text/Expository Text.		
4.3.11	<p>Analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <ul style="list-style-type: none"> A. Summarize the main idea and supporting details in text in ways that maintain meaning; <i>Readiness</i> B. Distinguish fact from opinion in a text and explain how to verify what is a fact; <i>Supporting</i> C. Describe explicit and implicit relationships among ideas in texts organized by cause- 	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
	<p>and-effect, sequence, or comparison; <i>Readiness</i></p> <p>D. Use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information. <i>Readiness</i></p>	
Reading/Comprehension of Informational Text/Procedural Texts.		
4.3.13	<p>Understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>A. Determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); <i>Supporting</i></p> <p>B. Explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations). <i>Supporting</i></p>	
Reading/Media Literacy		
4.3.14	<p>Use comprehension skills to analyze how words, images, graphic, and sounds work together in various forms to impact meaning. <i>Supporting</i></p>	
Reading/Comprehension Skills.		
4.3.Figure 19	<p>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. The student is expected to:</p> <p>D. Make inferences about text and use textual evidence to support understanding; <i>Readiness</i></p> <p>E. Summarize information in text, maintaining meaning and logical order. <i>Readiness</i></p>	

Academy of READING: Correlated to STAAR Reading Assessment in Grade 5

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS ACROSS GENRES	ACADEMY OF READING
Reading/Vocabulary Development.		
5.1.2	<p>Understand new vocabulary and use it when reading and writing. Students are expected to:</p> <ul style="list-style-type: none"> A. Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; <i>Readiness</i> B. Use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words; <i>Readiness</i> 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. <i>Readiness</i> 	
Reading/Comprehension of Literary Text/Theme and Genre.		
5.1.3	<p>Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <ul style="list-style-type: none"> A. Compare and contrast the themes or moral lessons of several works of fiction from various cultures. <i>Supporting</i> 	
Reading/Comprehension Skills.		
5.1.Figure 19	<p>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</p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS ACROSS GENRES	ACADEMY OF READING
	<p>become self-directed, critical readers. The student is expected to:</p> <p>F. Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence. <i>Readiness</i></p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
	Reading/Comprehension of Literary Text/Theme and Genre.	
5.2.3	<p>Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>B. Describe the phenomena explained in origin myths from various cultures; <i>Supporting</i></p> <p>C. Explain the effect of a historical event or movement on the theme of a work of literature. <i>Supporting</i></p>	
	Reading/Comprehension of Literary Text/Poetry.	
5.2.4	<p>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:</p> <p>A. Analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems. <i>Supporting</i></p>	
	Reading/Comprehension of Literary Text/Drama.	
5.2.5	<p>Understand, make inferences and draw conclusions about the structure and elements of drama and</p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
	provide evidence from text to support their understanding. <i>Supporting</i>	
Reading/Comprehension of Literary Text/Fiction		
5.2.6	Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: <ul style="list-style-type: none"> A. Describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events; <i>Readiness</i> B. Explain the roles and functions of characters in various plots, including their relationships and conflicts; <i>Readiness</i> C. Explain different forms of third-person points of view in stories. <i>Supporting</i> 	
Reading/Comprehension of Literary Text/Literary Nonfiction.		
5.2.7	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: <ul style="list-style-type: none"> A. Identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life. <i>Supporting</i> 	
Reading/Comprehension of Literary Text/Sensory Language.		
5.2.8	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: <ul style="list-style-type: none"> B. Evaluate the impact of sensory details, 	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
	imagery, and figurative language in literary text. <i>Readiness</i>	
	Reading/Media Literacy.	
5.2.14	Use comprehension skills to analyze how words, images, graphic, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: C. Identify the point of view of media presentations. <i>Supporting</i>	
	Reading/Comprehension Skills.	
5.2.Figure 19	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. The student is expected to: D. Make inferences about text and use textual evidence to support understanding; <i>Readiness</i> (Fiction) / <i>Supporting</i> (Literary Nonfiction, Poetry, Drama) E. Summarize information in text, maintaining meaning and logical order. <i>Readiness</i> (Fiction) / <i>Supporting</i> (Literary Nonfiction, Poetry, Drama)	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
	Reading/Comprehension of Informational Text/Culture and History.	
5.3.10	Analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical,	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
	<p>and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>A. Draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved. <i>Supporting</i></p>	
Reading/Comprehension of Informational Text/Expository Text.		
5.3.11	<p>Analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>A. Summarize the main idea and supporting details in text in ways that maintain meaning; <i>Readiness</i></p> <p>B. Determine the facts in text and verify them through established methods; <i>Supporting</i></p> <p>C. Analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas; <i>Readiness</i></p> <p>D. Use multiple text features and graphics to gain an overview of the contents of text and to locate information; <i>Readiness</i></p> <p>E. Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres. <i>Readiness</i></p>	
Reading/Comprehension of Informational Text/Persuasive Text.		
5.3.12	<p>Analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>A. Identify the author's viewpoint or position</p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
	and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; <i>Supporting</i> B. Recognize exaggerated, contradictory, or misleading statements in text. <i>Supporting</i>	
Reading/Comprehension of Informational Text/Procedural Texts.		
5.3.13	Understand how to glean and use information in procedural texts and documents. Students are expected to: A. Interpret details from procedural text to complete a task, solve a problem, or perform procedures; <i>Supporting</i> B. Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. <i>Supporting</i>	
Reading/Media Literacy		
5.3.14	Use comprehension skills to analyze how words, images, graphic, and sounds work together in various forms to impact meaning. Continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: C. Identify the point of view of media presentations. <i>Supporting</i>	
Reading/Comprehension Skills.		
5.3.Figure 19	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. The student is expected to: D. Make inferences about text and use textual	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
	<p>evidence to support understanding; <i>Readiness</i> (Expository) / <i>Supporting</i> (Persuasive)</p> <p>E. Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts. <i>Readiness</i> (Expository) / <i>Supporting</i> (Persuasive)</p>	

Academy of READING: Correlated to STAAR Reading Assessment in Grade 6

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS ACROSS GENRES	ACADEMY OF READING
Reading/Vocabulary Development.		
6.1.2	<p>Understand new vocabulary and use it when reading and writing. Students are expected to:</p> <ul style="list-style-type: none"> A. Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; <i>Readiness</i> B. Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words; <i>Readiness</i> 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. <i>Readiness</i> 	
Reading/Comprehension of Literary Text/Theme and Genre.		
6.1.3	<p>Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <ul style="list-style-type: none"> C. Compare and contrast the historical and cultural settings of two literary works. <i>Supporting</i> 	
Reading/Comprehension of Literary Text/Literary Nonfiction.		
6.1.7	<p>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:</p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS ACROSS GENRES	ACADEMY OF READING
	A. Identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography. <i>Supporting</i>	
Reading/Comprehension of Literary Text/Culture and History.		
6.1.9	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: A. Compare and contrast the stated or implied purposes of different authors writing on the same topic. <i>Supporting</i>	
Reading/Comprehension of Literary Text/Persuasive Text.		
6.1.11	Analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: A. Compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence. <i>Supporting</i>	
Reading/Comprehension Skills.		
5.1.Figure 19	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. The student is expected to: F. Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence. <i>Readiness</i>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
Reading/Comprehension of Literary Text/Theme and Genre.		
6.2.3	<p>Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <ul style="list-style-type: none"> A. Infer the implicit theme of a work of fiction, distinguishing theme from the topic; <i>Supporting</i> B. Analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures. <i>Supporting</i> 	
Reading/Comprehension of Literary Text/Poetry.		
6.2.4	<p>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:</p> <ul style="list-style-type: none"> A. Explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem. <i>Supporting</i> 	
Reading/Comprehension of Literary Text/Drama.		
6.2.5	<p>Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. <i>Supporting</i></p>	
Reading/Comprehension of Literary Text/Fiction		
6.2.6	<p>Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their</p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
	<p>understanding. Students are expected to:</p> <ul style="list-style-type: none"> A. Summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction; <i>Readiness</i> B. Recognize dialect and conversational voice and explain how authors use dialect to convey character; <i>Supporting</i> C. Describe different forms of point-of-view, including first- and third-person. <i>Supporting</i> 	
Reading/Comprehension of Literary Text/Sensory Language.		
6.2.8	<p>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:</p> <ul style="list-style-type: none"> A. Explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains. <i>Readiness</i> 	
Reading/Media Literacy.		
6.2.13	<p>Use comprehension skills to analyze how words, images, graphic, and sounds work together in various forms to impact meaning. Continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <ul style="list-style-type: none"> A. Explain messages conveyed in various forms of media; <i>Supporting</i> B. Recognize how various techniques influence viewers' emotions. <i>Supporting</i> 	
Reading/Comprehension Skills.		
6.2.Figure 19	<p>Use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will</p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
	<p>continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> D. Make inferences about text and use textual evidence to support understanding; <i>Readiness</i> (Fiction) / <i>Supporting</i> (Literary Nonfiction, Poetry, Drama) E. Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts. <i>Readiness</i> (Fiction) / <i>Supporting</i> (Literary Nonfiction, Poetry, Drama) 	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
Reading/Comprehension of Informational Text/Expository Text.		
6.3.10	<p>Analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <ul style="list-style-type: none"> A. Summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions; <i>Readiness</i> B. Explain whether facts included in an argument are used for or against an issue; <i>Supporting</i> C. Explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; <i>Readiness</i> D. Synthesize and make logical connections 	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
	between ideas within a text and across two or three texts representing similar or different genres. <i>Readiness</i>	
Reading/Comprehension of Informational Text/Persuasive Text.		
6.3.11	Analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: B. Identify simply faulty reasoning used in persuasive texts. <i>Supporting</i>	
Reading/Comprehension of Informational Text/Procedural Texts.		
6.3.12	Understand how to glean and use information in procedural texts and documents. Students are expected to: B. Interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. <i>Supporting</i>	
Reading/Media Literacy		
6.3.13	Use comprehension skills to analyze how words, images, graphic, and sounds work together in various forms to impact meaning. Continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: A. Explain messages conveyed in various forms of media; <i>Supporting</i> B. Recognize how various techniques influence viewers' emotions. <i>Supporting</i>	
Reading/Comprehension Skills.		
6.3.Figure 19	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	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
	<p>depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> D. Make inferences about text and use textual evidence to support understanding; <i>Readiness (Expository) / Supporting (Persuasive)</i> E. Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts. <i>Readiness (Expository) / Supporting (Persuasive)</i> 	

Academy of READING: Correlated to STAAR Reading Assessment in Grade 7

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS ACROSS GENRES	ACADEMY OF READING
Reading/Vocabulary Development.		
7.1.2	<p>Understand new vocabulary and use it when reading and writing. Students are expected to:</p> <ul style="list-style-type: none"> A. Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; <i>Readiness</i> B. Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; <i>Readiness</i> 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. <i>Readiness</i> 	
Reading/Comprehension of Literary Text/Literary Nonfiction.		
7.1.7	<p>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:</p> <ul style="list-style-type: none"> A. Describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it. <i>Supporting</i> 	
Reading/Comprehension of Literary Text/Culture and History.		
7.1.9	<p>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:</p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS ACROSS GENRES	ACADEMY OF READING
	A. Explain the difference between the theme of a literary work and the author's purpose in an expository text. <i>Supporting</i>	
Reading/Comprehension Skills.		
7.1.Figure 19	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. The student is expected to: F. Make connections between and across texts, including other media (e.g., film, play), and provide textual evidence. <i>Readiness</i>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
Reading/Comprehension of Literary Text/Theme and Genre.		
7.2.3	Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: A. Describe multiple themes in a work of fiction; <i>Supporting</i> B. Describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); <i>Supporting</i> C. Analyze how place and time influence the theme or message of a literary work. <i>Supporting</i>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
Reading/Comprehension of Literary Text/Poetry.		
7.2.4	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: A. Analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem. <i>Supporting</i>	
Reading/Comprehension of Literary Text/Drama.		
7.2.5	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: B. Explain a playwright's use of dialogue and stage directions. <i>Supporting</i>	
Reading/Comprehension of Literary Text/Fiction		
7.2.6	Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: A. Explain the influence of the setting on plot development; <i>Readiness</i> B. Analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; <i>Readiness</i> C. Analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited. <i>Supporting</i>	
Reading/Comprehension of Literary Text/Sensory Language.		
7.2.8	Understand, make inferences and draw conclusions about how an author's sensory language creates	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
	<p>imagery in literary text and provide evidence from text to support their understanding. Students are expected to:</p> <p>A. Determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood. <i>Readiness</i></p>	
Reading/Media Literacy.		
7.2.13	<p>Use comprehension skills to analyze how words, images, graphic, and sounds work together in various forms to impact meaning. Continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>A. Interpret both explicit and implicit messages in various forms of media; <i>Supporting</i></p> <p>C. Evaluate various ways media influences and informs audiences. <i>Supporting</i></p>	
Reading/Comprehension Skills.		
7.2.Figure 19	<p>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. The student is expected to:</p> <p>D. Make complex inferences about text and use textual evidence to support understanding; <i>Readiness</i> (Fiction) / <i>Supporting</i> (Literary Nonfiction, Poetry, Drama)</p> <p>E. Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts. <i>Readiness</i> (Fiction) / <i>Supporting</i> (Literary Nonfiction, Poetry, Drama)</p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
Reading/Comprehension of Informational Text/Expository Text.		
7.3.10	<p>Analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <ul style="list-style-type: none"> A. Evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning; <i>Readiness</i> B. Distinguish factual claims from commonplace assertions and opinions; <i>Supporting</i> C. Use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; <i>Readiness</i> 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. <i>Readiness</i> 	
Reading/Comprehension of Informational Text/Persuasive Text.		
7.3.11	<p>Analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <ul style="list-style-type: none"> 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; <i>Supporting</i> B. Identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or 	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
	categorical claims in persuasive texts. <i>Supporting</i>	
Reading/Comprehension of Informational Text/Procedural Texts.		
7.3.12	Understand how to glean and use information in procedural texts and documents. Students are expected to: B. Explain the function of the graphical components of a text. <i>Supporting</i>	
Reading/Media Literacy		
7.3.13	Use comprehension skills to analyze how words, images, graphic, and sounds work together in various forms to impact meaning. Continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: A. Interpret both explicit and implicit messages in various forms of media; <i>Supporting</i> B. Evaluate various ways media influences and informs audiences. <i>Supporting</i>	
Reading/Comprehension Skills.		
7.3.Figure 19	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. The student is expected to: F. Make complex inferences about text and use textual evidence to support understanding; <i>Readiness (Expository) / Supporting (Persuasive)</i> G. Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
	<i>Readiness (Expository) / Supporting (Persuasive)</i>	

Academy of READING: Correlated to STAAR Reading Assessment in Grade 8

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS ACROSS GENRES	ACADEMY OF READING
Reading/Vocabulary Development.		
8.1.2	<p>Understand new vocabulary and use it when reading and writing. Students are expected to:</p> <ul style="list-style-type: none"> A. Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; <i>Readiness</i> 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; <i>Readiness</i> 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. <i>Readiness</i> 	
Reading/Comprehension of Literary Text/Theme and Genre.		
8.1.3	<p>Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <ul style="list-style-type: none"> A. Analyze literary works that share similar themes across cultures; <i>Supporting</i> 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). <i>Supporting</i> 	
Reading/Comprehension of Literary Text/Culture and History.		
8.1.9	Analyze, make inferences and draw conclusions	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS ACROSS GENRES	ACADEMY OF READING
	<p>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:</p> <p>A. Analyze works written on the same topic and compare how the authors achieved similar or different purposes. <i>Supporting</i></p>	
Reading/Comprehension of Literary Text/Persuasive Text.		
8.1.11	<p>Analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>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. <i>Supporting</i></p>	
Reading/Comprehension Skills.		
8.1.Figure 19	<p>Use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>B. Make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence. <i>Readiness</i></p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
Reading/Comprehension of Literary Text/Theme and Genre.		

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
8.2.3	Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: C. Explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work. <i>Supporting</i>	
Reading/Comprehension of Literary Text/Poetry.		
8.2.4	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: A. Compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry). <i>Supporting</i>	
Reading/Comprehension of Literary Text/Drama.		
8.2.5	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: A. Analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays. <i>Supporting</i>	
Reading/Comprehension of Literary Text/Fiction		
7.2.6	Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: A. Analyze linear plot developments (e.g., conflict, rising action, falling action,	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
	<p>resolution, subplots) to determine whether and how conflicts are resolved; <i>Readiness</i></p> <p>B. Analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; <i>Readiness</i></p> <p>C. Analyze different forms of point of view, including limited versus omniscient, subjective versus objective. <i>Supporting</i></p>	
Reading/Comprehension of Literary Text/Sensory Language.		
8.2.7	<p>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:</p> <p>A. 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. <i>Supporting</i></p>	
Reading/Comprehension of Literary Text/Sensory Language.		
8.2.8	<p>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:</p> <p>A. Explain the effect of similes and extended metaphors in literary text. <i>Supporting</i></p>	
Reading/Media Literacy.		
8.2.13	<p>Use comprehension skills to analyze how words, images, graphic, and sounds work together in various forms to impact meaning. Continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>A. Evaluate the role of media in focusing</p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF LITERARY TEXTS	ACADEMY OF READING
	<p>attention on events and informing opinion on issues; <i>Supporting</i></p> <p>C. Evaluate various techniques used to create a point of view in media and the impact on audience. <i>Supporting</i></p>	
Reading/Comprehension Skills.		
8.2.Figure 19	<p>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. The student is expected to:</p> <p>F. Make complex inferences about text and use textual evidence to support understanding; <i>Readiness</i> (Fiction) / <i>Supporting</i> (Literary Nonfiction, Poetry, Drama)</p> <p>G. Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts. <i>Readiness</i> (Fiction) / <i>Supporting</i> (Literary Nonfiction, Poetry, Drama)</p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
Reading/Comprehension of Informational Text/Expository Text.		
8.3.10	<p>Analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>A. Summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain</p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
	<p>meaning and logical order; <i>Readiness</i></p> <p>B. Distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text; <i>Supporting</i></p> <p>C. Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; <i>Readiness</i></p> <p>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. <i>Readiness</i></p>	
Reading/Comprehension of Informational Text/Persuasive Text.		
8.3.11	<p>Analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>B. Analyze the use of rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts. <i>Supporting</i></p>	
Reading/Comprehension of Informational Text/Procedural Texts.		
8.3.12	<p>Understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>B. Evaluate graphics for their clarity in communicating meaning or achieving a specific purpose. <i>Supporting</i></p>	
Reading/Media Literacy		
8.3.13	<p>Use comprehension skills to analyze how words, images, graphic, and sounds work together in various forms to impact meaning. Continue to</p>	

STAAR REFERENCE	UNDERSTANDING AND ANALYSIS OF INFORMATIONAL TEXTS	ACADEMY OF READING
	<p>apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <ul style="list-style-type: none"> A. Evaluate the role of media in focusing attention on events and informing opinion on issues; <i>Supporting</i> C. Evaluate various techniques used to create a point of view in media and the impact on audience. <i>Supporting</i> 	
Reading/Comprehension Skills.		
8.3.Figure 19	<p>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. The student is expected to:</p> <ul style="list-style-type: none"> D. Make complex inferences about text and use textual evidence to support understanding; <i>Readiness (Expository) / Supporting (Persuasive)</i> E. Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts. <i>Readiness (Expository) / Supporting (Persuasive)</i> 	