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Publishers that wish to make changes to currently adopted instructional materials are required to submit a written request to TEA.

All updates to content used to determine the Texas Essential Knowledge and Skills (TEKS) coverage must be approved by the State Board of Education (SBOE) prior to their introduction into the material. All updates that do not involve content used to determine TEKS coverage must be approved by TEA. With prior TEA approval, publishers may, at any time, make changes that do not affect the content, such as technical enhancements or improvements.

The request must be accompanied by an electronic sample of the updated content. An updated *Correlation to the TEKS and ELPS* will be required if the update involves content used to determine TEKS coverage in the initial review.

Please refer to 19 Texas Administrative Code §[66.75](#) for more information.

Please complete all required fields, and submit the form by clicking the Submit by Email button. Send the electronic sample and correlations, if required, to review.adoption@tea.texas.gov.

From	Laura Litton		Date	Apr 22, 2019									
Publisher	ThinkCERCA												
Subject Area	English Language Arts and Reading												
Grade Level(s) or Course(s)	6												
Proclamation Year	2019		Copyright Year	2019									
Does this update change content used to demonstrate TEKS or ELPS coverage?	Yes - TEKS												
Program Title	ThinkCERCA, Texas Edition, Grade 6												
Program ISBN	9	7	8	0	9	9	9	8	5	6	1	3	0
Component Title	ThinkCERCA, Texas Edition, Grade 6 Teacher Edition Digital Courseware												
Component ISBN	9	7	8	0	9	9	9	8	5	6	1	0	9

Provide a brief description of the proposed changes.

We will be retiring our original lessons cited for TEKS coverage because we are no longer licensing the software engine that was used for these lessons. We are replacing the lessons with updated lessons, using new software and a new design. The updated lessons cover the same concepts as the original, although the lessons are not identical. We would like to change our citations for TEKS coverage to cite the updated lessons.

Skills Lessons are interactive lessons that provide grade-level instruction and practice in critical literacy skills. These lessons

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give students the opportunity to dynamically engage with texts by highlighting and annotating and include scaffolded checks and graded assessments for measuring understanding.

All Skills Lessons are discrete, differentiated for grades 3-12, and aligned to TEKS. They can be used as both an introduction to new material or as a platform to practice and sharpen skills that have been previously taught. Skills lessons are especially effective when assigned in tandem with Writing Lessons geared toward each student's personal growth focus.

Provide a side-by-side comparison between currently adopted content and proposed updated content. Include as much detail as possible.

	Currently Adopted Content	Proposed Update
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Remove Row (-)</div>	<p>10(C)(i) - Narrative - Revising for Clarity, Development, and Organization (skill lesson). 4 clicks ("What is revision?"), 8 clicks (i) revise drafts for clarity Revising for Clarity, Development, and Organization (skill lesson). 4 clicks ("What is revision?"), 8 clicks https://texas.thinkcerca.com/teacher/library/lessons/18381</p>	<p>Revising for Clarity, Development, and Organization (Skill Lesson), "You can revise your writing to improve clarity." and click forward once for "This example shows how to revise your writing for clarity." https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=MTQ%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Remove Row (-)</div>	<p>10(C)(i) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 20 clicks ("How does revising help with clarity and brevity?") (i) revise drafts for clarity Revising for Clarity, Development, and Organization (skill lesson). 20 clicks ("How does revising help with clarity and brevity?") https://texas.thinkcerca.com/teacher/library/lessons/18381</p>	<p>Revising for Clarity, Development, and Organization (Skill Lesson), "Select the sentence that should be revised for clarity." and click forward once for "Which version has been revised for clarity?" https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=MTY%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Remove Row (-)</div>	<p>10(C)(ii) - Narrative - Revising for Clarity, Development, and Organization (skill lesson). 15 clicks ("How do writers revise for idea development?") https://texas.thinkcerca.com/teacher/library/lessons/18381</p>	<p>Revising for Clarity, Development, and Organization (Skill Lesson), "You can revise your writing to improve the development of your ideas." and click forward once for "This example shows how to revise for idea development." https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=MTA%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Remove Row (-)</div>	<p>10(C)(ii) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 16 clicks ("How do writers revise for idea development?"), 17 clicks https://texas.thinkcerca.com/teacher/library/lessons/18381</p>	<p>Revising for Clarity, Development, and Organization (Skill Lesson), "Identify characteristics of a passage with well-developed ideas." and click forward once for "Which sentence could be added to develop the ideas in the passage?" https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=MTI%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(iii) - Narrative - Revising for Clarity, Development, and Organization (skill lesson). 13 clicks ("How do writers revise for organization?") https://texas.thinkcerca.com/teacher/library/lessons/18381</p>	<p>Revising for Clarity, Development, and Organization (Skill Lesson), "You can revise the organization of your writing." and click forward once for "This example shows how to revise writing to improve organization." https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=Ng%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(iii) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 14 clicks ("How does revising for organization improve the clarity of writing?"), 18-19 clicks https://texas.thinkcerca.com/teacher/library/lessons/18381</p>	<p>Revising for Clarity, Development, and Organization (Skill Lesson), "Which version has been effectively revised for organization?" and click forward once for "Which revision puts the text in the most logical order?" https://learn.thinkcerca.com/teacher/skill_lessons/22828?step=OA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(iv) - Narrative - Revising for Style and Word Choice (skill lesson). 12 clicks ("How do writers revise for style?") https://texas.thinkcerca.com/teacher/library/lessons/18357</p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "You can revise your word choice to fit your purpose." and click forward once for "Revised text to inform with neutral language and a formal style" https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=Nw%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(iv) - Activity - Revising for Style and Word Choice (skill lesson.) 15 clicks ("Which possible revision best replaces the underlined phrase to maintain a formal style in the sentence?"), 17 clicks https://texas.thinkcerca.com/teacher/library/lessons/18357</p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "Choose the phrases or sentences that maintain a formal style with neutral language." and click forward once for "Select 2 sentences that do not maintain the informal, entertaining narrative style." https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=OQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(v) - Narrative - Revising for Style and Word Choice (skill lesson). 6 clicks ("How do writers revise word choice?") https://texas.thinkcerca.com/teacher/library/lessons/18357</p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "You can revise your words to make them clear and precise." and click forward once for "You can revise your words to convey a specific feeling to your audience." and click forward once for "Example of revisions to improve mood and precision of language." https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=MTU%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(v) - Activity - Revising for Style and Word Choice (skill lesson). 8 clicks ("Which word best replaces the underlined word to more precisely convey the idea?"), 9 clicks, 11 clicks https://texas.thinkcerca.com/teacher/library/lessons/18357</p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "How can you revise your writing to make your words clear and precise?" and click forward once for "Which revision creates an upbeat mood?" https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=MTg%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(vi) - Narrative - Revising for Style and Word Choice (skill lesson). 16 clicks ("How do writers revise for sentence variety?") https://texas.thinkcerca.com/teacher/library/lessons/18357</p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "You can revise your sentences to improve your writing." and click forward once for "Revised text with sentences of varied lengths that enhance meaning." https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=MTE%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(vi) - Activity - Revising for Style and Word Choice (skill lesson). 21 clicks ("How do writers revise sentence length?") https://texas.thinkcerca.com/teacher/library/lessons/18357</p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "Which example uses varied sentence patterns to build interest for readers?" and click forward once for "Select the examples that vary sentence patterns to show the writer's style." https://learn.thinkcerca.com/teacher/skill_lessons/22758?step=MTM%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(i) - Narrative - Sentence Errors (Skill lesson), 4 clicks ("What is subject-verb agreement?") 5 clicks https://texas.thinkcerca.com/teacher/library/lessons/18335</p>	<p>Sentence Errors (Skill Lesson), "Verbs change based on who performs them." and click forward once for "Some verbs break the "s" rule." and click forward once for "You should make sure your subject and verb agree." https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=Mw%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(i) - Activity - Sentence Errors (Skill lesson), 10 clicks ("How do writers determine correct subject-verb agreement in a sentence?") https://texas.thinkcerca.com/teacher/library/lessons/18335</p>	<p>Sentence Errors (Skill Lesson), "Is the subject-verb agreement correct or incorrect in the following examples?" and click forward once for "Select the correct verb forms to agree with their subjects in the passage below." https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=Ng%3D%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(ii) - Narrative - Sentence Errors (Skill lesson), 19 clicks ("What is a comma splice?") https://texas.thinkcerca.com/teacher/library/lessons/18335</p>	<p>Sentence Errors (Skill Lesson), "One type of run-on sentence is called a comma splice." and click forward once for "This example shows how to divide a comma splice into two sentences." and click forward once for "This example shows how to revise a comma splice using a semicolon." and click forward once for "This example shows how to revise a comma splice using a conjunction." https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=MTc%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(ii) - Activity - Sentence Errors (Skill lesson), 20 clicks ("What is a comma splice?") 22 - 23 clicks https://texas.thinkcerca.com/teacher/library/lessons/18335</p>	<p>Sentence Errors (Skill Lesson), "Which of the following is a comma splice?" and click forward once for "Which of the following are correct strategies for revising a comma splice?" https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=MjM%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(iv) - Narrative - Sentence Errors (Skill lesson), 11 clicks ("What are fragments?") https://texas.thinkcerca.com/teacher/library/lessons/18335</p>	<p>Sentence Errors (Skill Lesson), "You should use complete sentences." and click forward once for "You can revise a fragment by adding the missing subject or predicate." https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=OA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(iv) - Activity - Sentence Errors (Skill lesson), 14 clicks ("How do writers revise a sentence fragment to make it a complete sentence?") https://texas.thinkcerca.com/teacher/library/lessons/18335</p>	<p>Sentence Errors (Skill Lesson), "Which of the following is a sentence fragment?" and click forward once for "Are the following statements true or false?" https://learn.thinkcerca.com/teacher/skill_lessons/22719?step=MTA%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(x) - Narrative - Pronouns (Skill lesson) 21 clicks ("What are relative pronouns?") https://texas.thinkcerca.com/teacher/library/lessons/18374</p>	<p>Pronouns (Skill Lesson), "You can use pronouns to refer to other nouns in a sentence." and click forward once for "You can use relative pronouns to give more information about nouns." and click forward once for "Choose the correct relative pronoun." https://learn.thinkcerca.com/teacher/skill_lessons/22839?step=MTM%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(x) - Activity - Pronouns (Skill lesson) 22 clicks ("Which words are relative pronouns?") 23 - 24 clicks https://texas.thinkcerca.com/teacher/library/lessons/18374</p>	<p>Pronouns (Skill Lesson), "Select the dependent clause introduced by a relative pronoun in the sentence." and click forward once for "Select the relative pronouns to correctly complete the sentences." https://learn.thinkcerca.com/teacher/skill_lessons/22839?step=MTc%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xi) - Narrative - Combining Ideas with Conjunctions (Skill lesson) 16 clicks ("What are subordinating conjunctions?") https://texas.thinkcerca.com/teacher/library/lessons/18409</p>	<p>Combining Ideas with Conjunctions (Skill Lesson), "Use conjunctions to join ideas that build upon each other." and click forward once for "Example with a subordinating conjunction" https://learn.thinkcerca.com/teacher/skill_lessons/22696?step=MTQ%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xi) - Activity - Combining Ideas with Conjunctions (Skill lesson) 17 clicks ("What is a subordinating conjunctions?") https://texas.thinkcerca.com/teacher/library/lessons/18409</p>	<p>Combining Ideas with Conjunctions (Skill Lesson), "Select the subordinating conjunction in the following sentence." and click forward once for "Which conjunction would best join these clauses?" https://learn.thinkcerca.com/teacher/skill_lessons/22696?step=MTY%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xix) - Narrative - Comma Usage (Skill lesson), 4 clicks ("How are introductory words and phrases punctuated?") https://texas.thinkcerca.com/teacher/library/lessons/18348</p>	<p>Commas (Skill Lesson), "There are different ways to use commas in sentences." and click forward once for "Here are some examples of commas used before introductory elements." https://learn.thinkcerca.com/teacher/skill_lessons/22845?step=Mw%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xix) - Activity - Comma Usage (Skill lesson), 5 clicks ("How do commas separate introductory phrases in sentences?") 6 - 7 clicks https://texas.thinkcerca.com/teacher/library/lessons/18348</p>	<p>Commas (Skill Lesson), "Which of these sentences correctly uses a comma to separate an introductory phrase?" and click forward once for "Select the two underlined phrases that correctly use commas to separate an independent clause." https://learn.thinkcerca.com/teacher/skill_lessons/22845?step=NQ%3D%3D</p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>10(D)(xviii) - Narrative - Comma Usage (Skill lesson), 4 clicks ("How are introductory words and phrases punctuated?") https://texas.thinkcerca.com/teacher/library/lessons/18348</p>	<p>Commas (Skill Lesson), "You can use commas to help readers understand your ideas." and click forward once for "There are different ways to use commas in sentences." https://learn.thinkcerca.com/teacher/skill_lessons/22845?step=Mg%3D%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>11(A)(i) - Narrative - Characteristics of Literary Genres (skill lesson). 4 clicks ("What is literary genre?"), 6 clicks, 10 clicks, 14 clicks https://texas.thinkcerca.com/teacher/library/lessons/18321</p>	<p>Types of Narrative Writing (Skill Lesson), "Narrative pieces tell the stories of real or imagined events." and click forward 3 times for "Narrative pieces about imagined events may seem real." and click forward once for "Fiction may include historical events or people." https://learn.thinkcerca.com/teacher/skill_lessons/22561?step=Mg%3D%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>11(A)(ii) - Narrative - Using Author's Crafts (Skill lesson), 4 clicks ("What is suspense?"), 8 clicks, 12 clicks, 16 clicks https://texas.thinkcerca.com/teacher/library/lessons/18377</p>	<p>Irony and Suspense (Skill Lesson), "You can create interest, excitement, and humor for readers of your narrative." and click forward once for "You can use suspense to make stories interesting." and click forward four times for "You can use irony to surprise and amuse readers." and click forward thirteen times for "Let's review what you've learned about suspense and irony." https://learn.thinkcerca.com/teacher/skill_lessons/22657?step=Mg%3D%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>11(B)(i) - Narrative - The Thesis Statement in Informational Text (skill lesson). 4 clicks ("How do writers introduce informational texts?"), 8 clicks, 20 clicks https://texas.thinkcerca.com/teacher/library/lessons/18361</p>	<p>The Thesis Statement (Skill Lesson), "Begin your informational text with an introduction." and click forward four times for "How to Write a Thesis Statement" and click forward three times for "Support your thesis statement with evidence." https://learn.thinkcerca.com/teacher/skill_lessons/22842?step=Mg%3D%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>11(B)(iii) - Narrative - Word Choices that Impact Mood (skill lesson). 4 clicks ("What is word choice?"), 5 clicks, 15 clicks, 19 clicks https://texas.thinkcerca.com/teacher/library/lessons/18345</p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "You can study an author's choice of words." and click forward three times for "Word choice affects how you experience a piece of literature." and click forward four times for "Word choice reveals information about the author." and click forward once "Authors develop a voice that fits the purpose and audience." https://learn.thinkcerca.com/teacher/skill_lessons/22752?step=Mg%3D%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>11(C)(i) - Narrative - Reasoning (skill lesson), 21 clicks ("What are the differences between logical fallacies and rhetorical devices?") https://texas.thinkcerca.com/teacher/library/lessons/18331</p>	<p>Rhetorical Devices (Skill Lesson), "You can explain your evidence with reasoning." and click forward once for "How to Use Reasoning" and click forward 6 times for "You can speak directly to your readers in your reasoning." https://learn.thinkcerca.com/teacher/skill_lessons/22831?step=Mg%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>11(C)(i) - Narrative - Reasoning (skill lesson), 22 clicks ("Which device or fallacy is used?") 24 clicks https://texas.thinkcerca.com/teacher/library/lessons/18331</p>	<p>Rhetorical Devices (Skill Lesson), "You should avoid errors in your reasoning." and click forward once for "There are specific types of logical fallacies." and click forward once for "Avoid reasoning that overgeneralizes your evidence." https://learn.thinkcerca.com/teacher/skill_lessons/22831?step=MTM%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>11(C)(ii) - Narrative - Reasoning (skill lesson), 21 clicks ("What are the differences between logical fallacies and rhetorical devices?") https://texas.thinkcerca.com/teacher/library/lessons/18331</p>	<p>Rhetorical Devices (Skill Lesson), "Distinguish between logical fallacies and rhetorical devices." https://learn.thinkcerca.com/teacher/skill_lessons/22831?step=MTg%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>12(B)(ii) - Narrative - Developing and Revising a Research Plan (skill lesson). 15 clicks ("How do writers draft and revise their research plans?") (https://texas.thinkcerca.com/teacher/library/lessons/18402)</p>	<p>Developing and Revising a Research Plan (Skill Lesson), "Revise your research plan as you work." https://learn.thinkcerca.com/teacher/skill_lessons/22714?step=MTE%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>12(C)(i) - Narrative - Developing and Revising a Research Plan (skill lesson). 19 clicks ("How do writers refine their research questions?") https://texas.thinkcerca.com/teacher/library/lessons/18402</p>	<p>Developing and Revising a Research Plan (Skill Lesson), "Refine your research question as you work." and click forward once for "How to refine a research question" https://learn.thinkcerca.com/teacher/skill_lessons/22714?step=MTQ%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>2(A)(iv) - Narrative - Using a Dictionary (Skills and Concepts), click 6 times ("What parts make up a dictionary entry?") https://texas.thinkcerca.com/teacher/library/lessons/18388</p>	<p>Using Reference Materials (Skill Lesson), "A dictionary entry contains different types of information." https://learn.thinkcerca.com/teacher/skill_lessons/22680?step=Ng%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>2(A)(iv) - Activity - Using a Dictionary (Skills and Concepts), click 17 times ("What is a word origin?") https://texas.thinkcerca.com/teacher/library/lessons/18388</p>	<p>Using Reference Materials (Skill Lesson), "Select the part of the dictionary entry that contains the word's origin." https://learn.thinkcerca.com/teacher/skill_lessons/22680?step=OA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>2(A)(v) - Activity - Using a Dictionary (Skills and Concepts), click 6 times ("What parts make up a dictionary entry?") https://texas.thinkcerca.com/teacher/library/lessons/18388</p>	<p>Using Reference Materials (Skill Lesson), "Which part of a dictionary entry do the following examples show?" https://learn.thinkcerca.com/teacher/skill_lessons/22680?step=OQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>2(C)(ii) - Activity - Word Meanings with Greek and Latin Roots (Skills and Concepts), 13 clicks ("How are words formed from Latin roots?"), 14-20 clicks ("How are words with Latin prefixes and roots used in sentences?") https://texas.thinkcerca.com/teacher/library/lessons/18372</p>	<p>Using Affixes and Greek and Latin Roots to Determine Meaning (Skill Lesson), "What is the Latin root meaning "to hear" in the word auditorium?" and click forward once for "What word means "the people listening to (or watching) something"? https://learn.thinkcerca.com/teacher/skill_lessons/22631?step=MTA%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>2(C)(iv) - Activity - Word Meanings with Greek and Latin Roots (Skills and Concepts), 13 clicks ("How are words formed from Latin roots?"), 14-20 clicks ("How are words with Latin prefixes and roots used in sentences?") https://texas.thinkcerca.com/teacher/library/lessons/18372</p>	<p>Using Affixes and Greek and Latin Roots to Determine Meaning (Skill Lesson), "What is the Latin root meaning "to hear" in the word auditorium?" and click forward once for "What word means "the people listening to (or watching) something"? https://learn.thinkcerca.com/teacher/skill_lessons/22631?step=MTA%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>3[A](i) - Narrative - The Reading Process: Active Reading (Skills and Concepts), 21 clicks ("What do readers use to determine the best way to read a text?") https://texas.thinkcerca.com/teacher/library/lessons/18432</p>	<p>The Reading Process: Active Reading (Skill Lesson), "You should adjust how you read based on your purpose." https://learn.thinkcerca.com/teacher/skill_lessons/22604?step=MTM%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(B)(i) - Narrative - The Reading Process: Pre-Reading (Skills and Concepts), 4 clicks ("How do readers establish a purpose for reading a text?") and 8 clicks ("How can readers generate questions before they read?") https://texas.thinkcerca.com/teacher/library/lessons/18393</p>	<p>The Reading Process: Pre-Reading (Skill Lesson), "You can establish a purpose before you read." and click forward four times for "You can ask yourself questions before you read." and click forward three times for "You can make predictions before you read." https://learn.thinkcerca.com/teacher/skill_lessons/22609?step=Mg%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(B)(iii) - Activity - Reading Process: Active Reading (Skill lesson) 18 clicks, ("How do active reading strategies help readers understand the key ideas in a text?") https://texas.thinkcerca.com/teacher/library/lessons/18432</p>	<p>The Reading Process: Active Reading (Skill Lesson), "Would you ask each question while reading a text or after you have read it?" https://learn.thinkcerca.com/teacher/skill_lessons/22604?step=MTE%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(B)(iv) - Narrative - The Reading Process: Pre-Reading (Skills and Concepts), 4 clicks ("How do readers establish a purpose for reading a text?") and 8 clicks ("How can readers generate questions before they read?") https://texas.thinkcerca.com/teacher/library/lessons/18393</p>	<p>The Reading Process: Pre-Reading (Skill Lesson), "You can ask yourself questions before you read." https://learn.thinkcerca.com/teacher/skill_lessons/22609?step=Ng%3D%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(B)(iv) - Activity - The Reading Process: Pre-Reading (Skills and Concepts), 10 clicks ("Which reader's purpose led to a reader's question before reading a text?") and 11 clicks ("Which question would help a reader...") https://texas.thinkcerca.com/teacher/library/lessons/18393</p>	<p>The Reading Process: Pre-Reading (Skill Lesson), "Complete the paragraph about pre-reading questions." and click forward one time for "To connect to prior knowledge, which question can you ask before you read a novel?" and click forward fourteen times for "Select the correct category that most likely matches a reader's purpose for selecting a text." https://learn.thinkcerca.com/teacher/skill_lessons/22609?step=Nw%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(C)(i) - Activity - The Reading Process: Pre-Reading (Skills and Concepts), clicks 18-22 ("Which prediction is reasonable..." + following) https://texas.thinkcerca.com/teacher/library/lessons/18393</p>	<p>The Reading Process: Pre-Reading (Skill Lesson), "What predictions can you make about a fiction story titled, Mystery at Dark Cove?" and click forward five times for "What are reasonable predictions that a reader can make about the title 3005: Planet Battle?" https://learn.thinkcerca.com/teacher/skill_lessons/22609?step=MTk%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(D)(i) - Activity - The Reading Process: Making Connections (Skills and Concepts), clicks 5-7 ("What is mental imagery?" + following), clicks 9-11 ("How do words and phrases help readers form mental imagery?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18328</p>	<p>The Reading Process: Making Connections (Skill Lesson), "Choose the best answers to complete the paragraph about mental imagery." and click forward once for "Which statements about mental imagery are true?" and click forward four times for "Choose the descriptive language that helps the reader imagine how the scene sounds." https://learn.thinkcerca.com/teacher/skill_lessons/22781?step=NA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(E)(ii) - Narrative - The Reading Process: Making Connections (Skills and Concepts), 13 clicks ("What connections can readers make to texts?") https://texas.thinkcerca.com/teacher/library/lessons/18328</p>	<p>The Reading Process: Making Connections (Skill Lesson), "You can connect a text to another text you have read." https://learn.thinkcerca.com/teacher/skill_lessons/22781?step=MTE%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(E)(iii) - Narrative - The Reading Process: Making Connections (Skills and Concepts), 14 clicks ("What connections can readers make to texts?") https://texas.thinkcerca.com/teacher/library/lessons/18328</p>	<p>The Reading Process: Making Connections (Skills Lesson) "You can connect a text to what you already know about the world." https://learn.thinkcerca.com/teacher/skill_lessons/22781?step=MTI%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(I)(i) - Activity - The Reading Process: Active Reading (Skills and Concepts), 19-20 clicks ("How should a reader mark key details?" and "Which is the best summary?") https://texas.thinkcerca.com/teacher/library/lessons/18432</p>	<p>The Reading Process: Active Reading (Skill Lesson), "Select the best words to complete the description of the key ideas." and click forward once for "Select the sentence that clearly states the key idea." https://learn.thinkcerca.com/teacher/skill_lessons/22604?step=NQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>6(D)(i) - Narrative - Paraphrasing and Summarizing (Skills and Concepts), 4 clicks ("How do writers paraphrase?") https://texas.thinkcerca.com/teacher/library/lessons/18429</p>	<p>Summarizing Informational Texts (Skill Lesson), "You can retell certain parts of a text." and click forward once for "This shows an example of paraphrasing a section of a text." and click forward once for "Paraphrase and summarize accurately." https://learn.thinkcerca.com/teacher/skill_lessons/22848?step=MTQ%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>6(D)(i) - Activity - Paraphrasing and Summarizing (Skills and Concepts), 17 clicks ("How is this text best paraphrased?") https://texas.thinkcerca.com/teacher/library/lessons/18429</p>	<p>Summarizing Informational Texts (Skill Lesson), "Which example paraphrases correctly?" and click forward 8 times for "Which example paraphrases correctly?" https://learn.thinkcerca.com/teacher/skill_lessons/22848?step=MTk%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>6(D)(ii) - Narrative - Paraphrasing and Summarizing (Skills and Concepts), 4 clicks ("How do writers paraphrase?"), 16 clicks ("What makes a strong summary or paraphrase?") https://texas.thinkcerca.com/teacher/library/lessons/18429</p>	<p>Summarizing Informational Texts (Skill Lesson), "You can retell certain parts of a text." and click forward once for "This shows an example of paraphrasing a section of a text." and click forward once for "Paraphrase and summarize accurately." https://learn.thinkcerca.com/teacher/skill_lessons/22848?step=MTQ%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>6(D)(ii) - Activity - Paraphrasing and Summarizing (Skills and Concepts), 17 clicks ("How is this text best paraphrased?"), 19 clicks ("Which examples show an effective summary or paraphrase?") https://texas.thinkcerca.com/teacher/library/lessons/18429</p>	<p>Summarizing Informational Texts (Skill Lesson), "Which example paraphrases correctly?" and click forward 8 times for "Which example paraphrases correctly?" https://learn.thinkcerca.com/teacher/skill_lessons/22848?step=MTk%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>6(D)(iii) - Narrative - Paraphrasing and Summarizing (Skills and Concepts), 8 clicks ("How do writers summarize?"), 16 clicks ("What makes a strong summary or paraphrase?") https://texas.thinkcerca.com/teacher/library/lessons/18429</p>	<p>Summarizing Informational Texts (Skill Lesson), "A summary includes the central idea and key details." and click forward once for "Information to include in a summary" https://learn.thinkcerca.com/teacher/skill_lessons/22848?step=Ng%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>6(D)(iii) - Activity - Paraphrasing and Summarizing (Skills and Concepts), 10-11 clicks ("Which summary is the better example?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18429</p>	<p>Summarizing Informational Texts (Skill Lesson), "Which statement about summaries is true?" and click forward once for "Which is the best summary?" https://learn.thinkcerca.com/teacher/skill_lessons/22848?step=OA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>6(D)(iv) - Narrative - Paraphrasing and Summarizing (Skills and Concepts), 8 clicks ("How do writers summarize?"), 16 clicks ("What makes a strong summary or paraphrase?") https://texas.thinkcerca.com/teacher/library/lessons/18429</p>	<p>Summarizing Informational Texts (Skill Lesson), "A summary includes the central idea and key details." and click forward once for "Information to include in a summary" https://learn.thinkcerca.com/teacher/skill_lessons/22848?step=Ng%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(i) - Narrative - Conflict and Characters (Skills and Concepts), 4 clicks ("How can a character's internal responses develop the plot?") https://texas.thinkcerca.com/teacher/library/lessons/18389</p>	<p>Analyzing Story Elements in Literary Texts (Skill Lesson), "Characters' thoughts and feelings can reveal their responses." and click forward once for "Characters' words and actions can also reveal their responses." and click forward once for "Examples of internal and external responses" https://learn.thinkcerca.com/teacher/skill_lessons/22797?step=MTM%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(i) - Activity - Conflict and Characters (Skills and Concepts), clicks 7-8 ("How do writers show a character's internal and external responses?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18389</p>	<p>Analyzing Story Elements in Literary Texts (Skill Lesson), "Which sentence is an example of an internal response?" https://learn.thinkcerca.com/teacher/skill_lessons/22797?step=MTk%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(ii) - Narrative - Conflict and Characters (Skills and Concepts), 5 clicks ("How can a character's external responses develop the plot?") https://texas.thinkcerca.com/teacher/library/lessons/18389</p>	<p>Analyzing Story Elements in Literary Texts (Skill Lesson), "Characters' words and actions can also reveal their responses." and click forward once for "Examples of internal and external responses" and click forward once for "Character developed through conflict" https://learn.thinkcerca.com/teacher/skill_lessons/22797?step=MTQ%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(ii) - Activity - Conflict and Characters (Skills and Concepts), 7 clicks ("How do writers show a character's internal and external responses?"), 9 clicks ("How does a writer show a character's external responses?") https://texas.thinkcerca.com/teacher/library/lessons/18389</p>	<p>Analyzing Story Elements in Literary Texts (Skill Lesson), "Which part of the story shows an external response to a conflict?" https://learn.thinkcerca.com/teacher/skill_lessons/22797?step=MTg%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(C)(iii) - Activity - Setting, Story Events, and Narrative Structure (Skills and Concepts), 14 clicks ("What is the falling action in the following passage?"), 17 clicks ("What element of plot is represented in each example?") https://texas.thinkcerca.com/teacher/library/lessons/18421</p>	<p>Organizing Narrative Writing (Skill Lesson), "What part of a story plot does each description name?" and click forward 9 times for "Complete the sentence about the correct order of a story's plot." https://learn.thinkcerca.com/teacher/skill_lessons/22621?step=MTc%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(C)(iv) - Activity - Using Time as a Storytelling Tool (Skills and Concepts), 6 clicks ("What are examples of linear and nonlinear storylines?"), 8 clicks ("Chronologically, which sentence...?"), 13-15 clicks ("Where in the passage does the writer include a flashback?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18159</p>	<p>Time as a Storytelling Tool (Skill Lesson), "Complete the passage about ways to use time as a storytelling tool." and click forward five times for "Which of the following passages use a flashback?" and click forward once for "Select three words or phrases that are used to indicate flashbacks in the passage." https://learn.thinkcerca.com/teacher/skill_lessons/22615?step=NQ%3D%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(i) - Narrative - Setting, Story Events, and Narrative Structure (Skills and Concepts), 19 clicks, ("How does a story's setting influence plot and character development?") https://texas.thinkcerca.com/teacher/library/lessons/18421</p>	<p>Setting in Narrative Writing (Skill Lesson), "You can use history in the setting of your narrative." and click forward once for "A historical setting can affect the characters and story events." https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=OQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(i) - Activity - Setting, Story Events, and Narrative Structure (Skills and Concepts), 18 clicks, ("What is a story's setting?") 20 clicks ("Which aspect of setting is being described in the story examples below?") https://texas.thinkcerca.com/teacher/library/lessons/18421</p>	<p>Setting in Narrative Writing (Skill Lesson), "Which of the following settings are impacted by a historical event?" and click forward once for "Which of the following would take place in a historical setting?" https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=MTE%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(ii) - Narrative - Setting, Story Events, and Narrative Structure (Skills and Concepts), 19 clicks ("How does a story's setting influence plot....") https://texas.thinkcerca.com/teacher/library/lessons/18421</p>	<p>Setting in Narrative Writing (Skill Lesson), "Your setting may include cultural values or traditions." and click forward once for "The culture of your setting can affect characters and events." https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=NQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(ii) - Activity - Setting, Story Events, and Narrative Structure (Skills and Concepts), 18 clicks, ("What is a story's setting?") 20 clicks ("Which aspect of setting is being described in the story examples below?") https://texas.thinkcerca.com/teacher/library/lessons/18421</p>	<p>Setting in Narrative Writing (Skill Lesson), "Which of the following shows a setting based on culture?" and click forward once for "Which sentence does not show the setting's culture?" https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=Nw%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(iii) - Narrative - Setting, Story Events, and Narrative Structure (Skills and Concepts), 19 clicks ("How does a story's setting influence plot....") https://texas.thinkcerca.com/teacher/library/lessons/18421</p>	<p>Setting in Narrative Writing (Skill Lesson), "You can use history in the setting of your narrative." and click forward once for "A historical setting can affect the characters and story events." https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=OQ%3D%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(iii) - Activity - Setting, Story Events, and Narrative Structure (Skills and Concepts), 18 clicks, ("What is a story's setting?") 20 clicks ("Which aspect of setting is being described in the story examples below?") https://texas.thinkcerca.com/teacher/library/lessons/18421</p>	<p>Setting in Narrative Writing (Skill Lesson), "Which of the following settings are impacted by a historical event?" and click forward once for "Which of the following would take place in a historical setting?" https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=MTE%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(iv) - Narrative - Setting, Story Events, and Narrative Structure (Skills and Concepts), 19 clicks ("How does a story's setting influence plot...") https://texas.thinkcerca.com/teacher/library/lessons/18421</p>	<p>Setting in Narrative Writing (Skill Lesson), "Your setting may include cultural values or traditions." and click forward once for "The culture of your setting can affect characters and events." https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=NQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(iv) - Activity - Setting, Story Events, and Narrative Structure (Skills and Concepts), 18 clicks, ("What is a story's setting?") 20 clicks ("Which aspect of setting is being described in the story examples below?") https://texas.thinkcerca.com/teacher/library/lessons/18421</p>	<p>Setting in Narrative Writing (Skill Lesson), "Which of the following shows a setting based on culture?" and click forward once for "Which sentence does not show the setting's culture?" https://learn.thinkcerca.com/teacher/skill_lessons/22618?step=Nw%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(A)(i) - Activity - Characteristics of Literary Genres (skill lesson). 7 clicks ("What is realistic fiction?"), 8 clicks, 11 clicks, 13 clicks, 15-22 clicks https://texas.thinkcerca.com/teacher/library/lessons/18321</p>	<p>Types of Narrative Writing (Skill Lesson), "Which type of fiction narrative is shown?" and click forward 5 times for "What is the correct narrative type for each fiction story below?" https://learn.thinkcerca.com/teacher/skill_lessons/22561?step=OQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(C)(i) - Narrative - Developing Characters in Drama (skill lesson). 4 clicks ("How do playwrights develop characters in drama?"), 8 clicks, 14 clicks https://texas.thinkcerca.com/teacher/library/lessons/18341</p>	<p>Developing Characters in Drama (Skill Lesson), "How do playwrights develop characters through dialogue?" and click forward once for "Here's an example of how playwrights can use dialogue." https://learn.thinkcerca.com/teacher/skill_lessons/22716?step=MTU%3D</p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(C)(i) - Activity - Developing Characters in Drama (skill lesson). 6 clicks ("Based on the stage directions and dialogue, what character trait best describes Hugo?"), 7 clicks, 15-16 clicks, 19-20 clicks, 22 clicks https://texas.thinkcerca.com/teacher/library/lessons/18341</p>	<p>Developing Characters in Drama (Skill Lesson), "How does Hugo feel about the contents of the suitcase?" and click forward once for "Based on the dialogue, how do the characters in this scene feel?" https://learn.thinkcerca.com/teacher/skill_lessons/22716?step=MTc%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(C)(ii) - Narrative - Developing Characters in Drama (skill lesson). 4 clicks ("How do playwrights develop characters in drama?"), 8 clicks, 12 clicks https://texas.thinkcerca.com/teacher/library/lessons/18341</p>	<p>Developing Characters in Drama (Skill Lesson), "How do playwrights develop characters through staging?" and click forward once for "Here's an example of how playwrights can use staging." https://learn.thinkcerca.com/teacher/skill_lessons/22716?step=MTE%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(C)(ii) - Activity - Developing Characters in Drama (skill lesson). 6 clicks ("Based on the stage directions and dialogue, what character trait best describes Hugo?") 7 clicks, 13 clicks, 16-18 clicks, 20 clicks, 21-22 clicks https://texas.thinkcerca.com/teacher/library/lessons/18341</p>	<p>Developing Characters in Drama (Skill Lesson), "Which words do not show stage directions that instruct an actor how to show emotion?" and click forward once for "Which statement describes how Hugo's feelings change?" https://learn.thinkcerca.com/teacher/skill_lessons/22716?step=MTM%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(D)(i) - Activity - The Thesis Statement in Informational Text (skill lesson). 21 ("How does evidence support the thesis statement?") 22 clicks https://texas.thinkcerca.com/teacher/library/lessons/18361</p>	<p>The Thesis Statement (Skill Lesson), "Select the evidence that best supports the thesis." and click forward eight times for "Which evidence best supports the thesis statement?" https://learn.thinkcerca.com/teacher/skill_lessons/22842?step=MTI%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(D)(iii) - Activity - Organizational Patterns in Informational Texts (skill lesson). 13 clicks ("Which organizational pattern is used in the sentences below?"), 14-17 clicks, 20 clicks https://texas.thinkcerca.com/teacher/library/lessons/18350</p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "Which organizational pattern is being described?" and click forward once for "Select the correct word or phrase to complete this passage using organizational patterns." https://learn.thinkcerca.com/teacher/skill_lessons/22749?step=MjM%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(iv) - Activity - The Thesis Statement in Informational Text (skill lesson). 6 clicks ("What is the purpose of an introduction?"), 9 clicks, 11-12 clicks, 14-15 clicks https://texas.thinkcerca.com/teacher/library/lessons/18361</p>	<p>The Thesis Statement (Skill Lesson), "Which best describes the purpose of the text?" and click forward thirteen times for "Select the thesis statement in this introduction." and click forward four times for "Select the best thesis statement to complete the introduction." https://learn.thinkcerca.com/teacher/skill_lessons/22842?step=NA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(vi) - Activity - Organizational Patterns in Informational Texts (skill lesson). 13 clicks ("Which organizational pattern is used in the sentences below?"), 14 clicks, 18-19 clicks, 22 clicks https://texas.thinkcerca.com/teacher/library/lessons/18350</p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "Which passage develops a cause and effect organizational pattern?" and click forward once for "Select the three words or phrases that develop a cause and effect organizational pattern." https://learn.thinkcerca.com/teacher/skill_lessons/22749?step=OQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(i) - Activity - Claims (skill lesson). 6 clicks ("Which two of the following statements are claims?"), 11-12 clicks https://texas.thinkcerca.com/teacher/library/lessons/17346</p>	<p>Claims in Arguments (Skill Lesson), "Highlight the sentence that states the claim in this argument." https://learn.thinkcerca.com/teacher/skill_lessons/22755?step=NQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(i) - Narrative - Word Choices that Impact Mood (skill lesson). 4 clicks ("What is word choice?"), 5 clicks https://texas.thinkcerca.com/teacher/library/lessons/18345</p>	<p>Impact of Word Choice in Literary Texts (Skills Lesson), "Word choice affects how you experience a piece of literature." https://learn.thinkcerca.com/teacher/skill_lessons/22752?step=NQ%3D%3D</p>


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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(F)(i) - Activity - Word Choices that Impact Mood (skill lesson). 6 clicks ("What is word choice?"), 12 - 14 clicks https://texas.thinkcerca.com/teacher/library/lessons/18345</p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Select the phrases that create a peaceful mood." and click forward twice for "Choose whether each sentence creates a mood of sadness or excitement." https://learn.thinkcerca.com/teacher/skill_lessons/22752?step=MjE%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(F)(ii) - Narrative - Word Choices that Impact Mood (skill lesson). 4 clicks ("What is word choice?"), 15 clicks https://texas.thinkcerca.com/teacher/library/lessons/18345</p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Word choice can reveal an author's attitude about a topic." and forward four times for "Let's review what you've learned about word choice." and click forward once for "The impact of word choice" https://learn.thinkcerca.com/teacher/skill_lessons/22752?step=MTQ%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(F)(ii) - Activity - Word Choices that Impact Mood (skill lesson). 4 clicks ("What is word choice?"), 16 - 18 clicks https://texas.thinkcerca.com/teacher/library/lessons/18345</p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Choose the words that best complete each sentence." and click forward nine times for "Select two examples of descriptive words that develop the author's voice." https://learn.thinkcerca.com/teacher/skill_lessons/22752?step=Mw%3D%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(G)(i) - Activity - Reasoning (skill lesson), 22 clicks ("Which device or fallacy is used?") 24 clicks https://texas.thinkcerca.com/teacher/library/lessons/18331</p>	<p>Rhetorical Devices (Skill Lesson), "Is the last sentence a rhetorical device or a logical fallacy?" https://learn.thinkcerca.com/teacher/skill_lessons/22831?step=MjQ%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(G)(i) - Narrative - Reasoning (skill lesson), 21 clicks ("What are the differences between logical fallacies and rhetorical devices?") https://texas.thinkcerca.com/teacher/library/lessons/18331</p>	<p>Rhetorical Devices (Skill Lesson), "Distinguish between logical fallacies and rhetorical devices." https://learn.thinkcerca.com/teacher/skill_lessons/22831?step=MTg%3D</p>

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The undersigned certifies that the materials included in this update request meet the applicable essential knowledge and skills, are free from factual errors, and comply with applicable accessibility and manufacturing standards. The undersigned further understands and agrees to supply the previous version of the state-adopted instructional material to school districts that choose to continue using the previous version during the duration of the original contract.

By completing the information below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Signature of Company Official	Laura Litton  Digitally signed by Laura Litton Date: 2019.04.22 10:53:52 -05'00'
Title	Director of Enablement
Date Signed	Apr 22, 2019

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Publishers that wish to make changes to currently adopted instructional materials are required to submit a written request to TEA.

All updates to content used to determine the Texas Essential Knowledge and Skills (TEKS) coverage must be approved by the State Board of Education (SBOE) prior to their introduction into the material. All updates that do not involve content used to determine TEKS coverage must be approved by TEA. With prior TEA approval, publishers may, at any time, make changes that do not affect the content, such as technical enhancements or improvements.

The request must be accompanied by an electronic sample of the updated content. An updated *Correlation to the TEKS and ELPS* will be required if the update involves content used to determine TEKS coverage in the initial review.

Please refer to 19 Texas Administrative Code §[66.75](#) for more information.

Please complete all required fields, and submit the form by clicking the Submit by Email button. Send the electronic sample and correlations, if required, to review.adoption@tea.texas.gov.

From	Laura Litton	Date	Apr 12, 2019										
Publisher	ThinkCERCA												
Subject Area	English Language Arts and Reading												
Grade Level(s) or Course(s)	6												
Proclamation Year	2019	Copyright Year	2019										
Does this update change content used to demonstrate TEKS or ELPS coverage?	Yes - TEKS												
Program Title	ThinkCERCA, Texas Edition, Grade 6 Digital Courseware												
Program ISBN	9	7	8	0	9	9	9	8	5	6	1	3	0
Component Title	ThinkCERCA, Texas Edition, Grade 6 Teacher Edition Digital Courseware												
Component ISBN	9	7	8	0	9	9	9	8	5	6	1	0	9

Provide a brief description of the proposed changes.

For some citations, we are proposing new citations because the license to include selections in currently cited lessons is expiring. Please see details below and the Addendum for 6th grade. For some citations, we are proposing new wording in the lesson. Please see details below. Preview of new content is accessible using links provided below and login credentials texas_teacher@thinkcerca.com, password TexasThinkcerca. Screen shots of relevant material and full texts of selections in newly cited lessons are included in the Addendum for 6th grade.

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Provide a side-by-side comparison between currently adopted content and proposed updated content. Include as much detail as possible.

	Currently Adopted Content	Proposed Update
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Remove Row (-)</div>	<p>For breakout (8)(E) (ii) analyze characteristics of argumentative text by explaining how the author uses various types of evidence to support the argument (Activity)</p> <p>Citation: What's a Whiz-Kid, Anyway? (Applied Lesson) See directions for Step 3: Engage with Text.</p> <p>https://texas.thinkcerca.com/lessons/16438/lesson_steps/3</p> <p>NEW LESSON CITED Reason for changing citation: license to include currently cited selection is expiring</p>	<p>Citation: Yes to Uniforms: A Student's View (Applied Lesson) See directions for Step 3: Engage with Text.</p> <p>https://learn.thinkcerca.com/lessons/19705/lesson_steps/3</p> <p>NEW LESSON CITED Reason for citing this lesson: Clear instructions to students to explain how author uses evidence to support the argument. Lesson includes well-developed student-written passage with sufficient evidence for students to analyze. This is not a new selection in the product, simply a new citation. This lesson is consistently among our most frequently used. Texas teachers have approved this selection.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Remove Row (-)</div>	<p>For breakout (8)(E)(v) analyze structures of argumentative text by explaining how the author uses various types of evidence to support the argument (Activity)</p> <p>Citation: What's a Whiz-Kid, Anyway? (Applied Lesson) See directions for Step 3: Engage with Text.</p> <p>https://texas.thinkcerca.com/lessons/16438/lesson_steps/3</p> <p>NEW LESSON CITED Reason for changing citation: license to include currently cited selection is expiring</p>	<p>Citation: Yes to Uniforms: A Student's View (Applied Lesson) See directions for Step 3: Engage with Text.</p> <p>https://learn.thinkcerca.com/lessons/19705/lesson_steps/3</p> <p>NEW LESSON CITED (same as above) Reason for citing this lesson: Clear instructions to students to explain how author uses evidence to support the argument. Lesson includes well-developed student-written passage with sufficient evidence for students to analyze. This is not a new selection in the product, simply a new citation. This lesson is consistently among our most frequently used. Texas teachers have approved this selection.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Remove Row (-)</div>	<p>For breakout (11)(C)(i) compose multi-paragraph argumentative texts using genre characteristics. (Activity)</p> <p>Citation: The Human Hive (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p>https://texas.thinkcerca.com/lessons/15966/lesson_steps/6</p> <p>CHANGE IN WORDING Current wording: Claim Your claim should clearly state your opinion—based</p>	<p>"Need help" text revised slightly.</p> <p>See The Human Hive (Applied Lesson) See directions for prompt in step 6. Click "Need help getting started?"</p> <p>https://learn.thinkcerca.com/lessons/19691/lesson_steps/6</p> <p>CHANGE IN WORDING Reason for change: improving models for students Proposed wording: Claim Your claim should clearly state your opinion—based on what you learned from the reading—about</p>

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	<p>on what you learned from the reading—about whether or not the author is successful in illustrating how groupthink could benefit human decision making. For example,</p> <p>The animal examples presented in this article [are / are not] convincing examples of how groupthink could benefit human decision making because _____.</p> <p>Do not begin your claim with “I think” or “I believe.” Readers will know these are your thoughts and beliefs, since you are the author.</p> <p>Evidence and Reasons Include at least two pieces of evidence (facts or examples from the selection) that support your claim. For each piece of evidence, give reasons that explain how it supports your claim. For example,</p> <p>When thinking back on his high school election, author Dan Risch realized _____.</p> <p>The ant colony discussed in the article exemplifies groupthink because _____.</p> <p>Groupthink affects the democratic process because _____.</p>	<p>whether or not the author is successful in illustrating how groupthink could benefit human decision making. For example,</p> <p>The examples of animal groupthink presented in this article [are/are not] convincing examples of how groupthink could benefit human decision making because _____.</p> <p>Do not begin your claim with “I think” or “I believe.” Readers will know these are your thoughts and beliefs, since you are the author.</p> <p>Evidence and Reasons Include at least two pieces of evidence (facts or examples from the selection) that support your claim. For each piece of evidence, give reasons that explain how it supports your claim. For example,</p> <p>When thinking back on his high school election, author Dan Risch realized _____.</p> <p>The examples of animal groupthink as a model for human decision making [are/are not] effective at illustrating this concept because _____.</p> <p>The ant colony discussed in the article exemplifies groupthink because _____. This example [shows/ does not show] how animal groupthink could benefit human decision making because _____.</p> <p>Groupthink affects the democratic process because _____.</p>
	<p>For breakout (11)(C)(ii) compose multi-paragraph</p>	<p>"Need help" text revised slightly.</p>


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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>argumentative texts using craft. (Activity)</p> <p>Citation: The Human Hive (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p>https://texas.thinkcerca.com/lessons/15966/lesson_steps/6</p> <p>CHANGE IN WORDING (see above)</p>	<p>See The Human Hive (Applied Lesson) See directions for prompt in step 6. Click "Need help getting started?"</p> <p>https://learn.thinkcerca.com/lessons/19691/lesson_steps/6</p> <p>CHANGE IN WORDING (same as above)</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>For breakout (6)(G)(ii) write about the explicit or implicit meanings of text.(Activity)</p> <p>Citation: Get Real (Applied Lesson) Step 4: Summarize. See directions for prompt.</p> <p>https://texas.thinkcerca.com/lessons/16262/lesson_steps/4</p> <p>NEW LESSON CITED Reason for changing citation: License to include currently cited selection is expiring.</p>	<p>Citation: "A Small Bird with Big Problems." Applied Lesson. See Writing prompt, step 6:</p> <p>https://learn.thinkcerca.com/lessons/17963/lesson_steps/6</p> <p>NEW LESSON CITED Reason for citing this lesson: Lesson includes writing prompt that asks students to use text evidence to support their argument. This is not a new selection in the product, but rather a new citation. Lesson includes well-developed professional writing on a thought-provoking topic. Texas teachers have approved this selection.</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>For breakout (6)(C) (i) use text evidence to support an appropriate response (Activity)</p> <p>Citation: A Double Edged-Sword: The Automation of the Factory (Applied Lesson) See directions for Step 3: Engage with the Text.</p> <p>https://texas.thinkcerca.com/lessons/16993/lesson_steps/3</p> <p>CHANGE IN WORDING Reason for change: Clearer instructions for student (in context of lesson) Original wording: "Add notes about why the need for human labor has decreased."</p>	<p>Citation: A Double Edged-Sword: The Automation of the Factory (Applied Lesson) See directions for Step 3: Engage with the Text.</p> <p>https://learn.thinkcerca.com/lessons/19717/lesson_steps/3</p> <p>CHANGE IN WORDING: Proposed wording: "Add notes about how this has impacted the need for human labor."</p>

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The undersigned certifies that the materials included in this update request meet the applicable essential knowledge and skills, are free from factual errors, and comply with applicable accessibility and manufacturing standards. The undersigned further understands and agrees to supply the previous version of the state-adopted instructional material to school districts that choose to continue using the previous version during the duration of the original contract.

By completing the information below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Signature of Company Official	Laura Litton  Digitally signed by Laura Litton Date: 2019.04.12 09:25:23 -05'00'
Title	Director of Enablement
Date Signed	Apr 12, 2019

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Publishers that wish to make changes to currently adopted instructional materials are required to submit a written request to TEA.

All updates to content used to determine the Texas Essential Knowledge and Skills (TEKS) coverage must be approved by the State Board of Education (SBOE) prior to their introduction into the material. All updates that do not involve content used to determine TEKS coverage must be approved by TEA. With prior TEA approval, publishers may, at any time, make changes that do not affect the content, such as technical enhancements or improvements.

The request must be accompanied by an electronic sample of the updated content. An updated *Correlation to the TEKS and ELPS* will be required if the update involves content used to determine TEKS coverage in the initial review.

Please refer to 19 Texas Administrative Code §[66.75](#) for more information.

Please complete all required fields, and submit the form by clicking the Submit by Email button. Send the electronic sample and correlations, if required, to review.adoption@tea.texas.gov.

From	Laura Litton		Date	Apr 22, 2019									
Publisher	ThinkCERCA												
Subject Area	English Language Arts and Reading												
Grade Level(s) or Course(s)	7												
Proclamation Year	2019		Copyright Year	2019									
Does this update change content used to demonstrate TEKS or ELPS coverage?	Yes - TEKS												
Program Title	ThinkCERCA, Texas Edition, Grade 7												
Program ISBN	9	7	8	0	9	9	9	8	5	6	1	4	7
Component Title	ThinkCERCA, Texas Edition, Grade 7 Teacher Edition Digital Courseware												
Component ISBN	9	7	8	0	9	9	9	8	5	6	1	1	6

Provide a brief description of the proposed changes.

We will be retiring our original lessons cited for TEKS coverage because we are no longer licensing the software engine that was used for these lessons. We are replacing the lessons with updated lessons, using new software and a new design. The updated lessons cover the same concepts as the original, although the lessons are not identical. We would like to change our citations for TEKS coverage to cite the updated lessons.

Skills Lessons are interactive lessons that provide grade-level instruction and practice in critical literacy skills. These lessons

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give students the opportunity to dynamically engage with texts by highlighting and annotating and include scaffolded checks and graded assessments for measuring understanding.

All Skills Lessons are discrete, differentiated for grades 3-12, and aligned to TEKS. They can be used as both an introduction to new material or as a platform to practice and sharpen skills that have been previously taught. Skills lessons are especially effective when assigned in tandem with Writing Lessons geared toward each student's personal growth focus.

Provide a side-by-side comparison between currently adopted content and proposed updated content. Include as much detail as possible.

	Currently Adopted Content	Proposed Update
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; width: fit-content;">Remove Row (-)</div>	10(B)(xix) - Narrative - Organization Patterns in Informational Texts (Skill Lesson), 6 clicks ("What is the definition organizational pattern?"), 7-9 clicks https://texas.thinkcerca.com/teacher/library/lessons/18351	Organizational Patterns in Informative Writing (Skill Lesson), "You can organize information based on similarities and differences." and click forward once for "You can use certain words to develop a compare and contrast ordered pattern." and click forward once for "Ideas organized by compare and contrast" https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTE%3D
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; width: fit-content;">Remove Row (-)</div>	10(C)(i) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 20 clicks ("How does revising improve clarity and organization?") https://texas.thinkcerca.com/teacher/library/lessons/18382	Revising for Clarity, Development, and Organization (Skill Lesson), "Select the three sentences that should be revised for clarity." and click forward once for "Which revision makes the ideas more clear?" https://learn.thinkcerca.com/teacher/skill_lessons/22827?step=MTc%3D
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; width: fit-content;">Remove Row (-)</div>	10(C)(ii) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 16 clicks ("How do writers revise for idea development?"), 17 clicks https://texas.thinkcerca.com/teacher/library/lessons/18382	Revising for Clarity, Development, and Organization (Skill Lesson), "Identify characteristics of a passage with well-developed ideas." and click forward once for "Which option best develops this idea: People need to adopt pets instead of buying them." https://learn.thinkcerca.com/teacher/skill_lessons/22827?step=MTi%3D
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; width: fit-content;">Remove Row (-)</div>	10(C)(iii) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 14 clicks ("How does revising for organization improve the clarity of writing?"), 19-20 clicks https://texas.thinkcerca.com/teacher/library/lessons/18382	Revising for Clarity, Development, and Organization (Skill Lesson), "What makes this a well-organized passage?" and click forward once for "Which revision puts the text in the most logical order?" https://learn.thinkcerca.com/teacher/skill_lessons/22827?step=OA%3D%3D

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(iv) - Activity - Revising for Style and Word Choice (skill lesson.) 15 clicks ("Which possible revision best replaces the underlined phrase to maintain a formal style in the sentence?"), 17 clicks https://texas.thinkcerca.com/teacher/library/lessons/18358</p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "Choose the phrases that maintain a formal style with neutral language." and click forward once for "Select 2 phrases that do not maintain the informal, entertaining narrative style." https://learn.thinkcerca.com/teacher/skill_lessons/22757?step=OQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(v) - Activity - Revising for Style and Word Choice (skill lesson). 8 clicks ("Which word best replaces the underlined word to more precisely convey the idea?"), 9 clicks, 11 clicks https://texas.thinkcerca.com/teacher/library/lessons/18358</p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "How can you revise your writing to make your words clear and precise?" and click forward once for "Which revision creates a peaceful mood?" https://learn.thinkcerca.com/teacher/skill_lessons/22757?step=MTg%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(vi) - Activity - Revising for Style and Word Choice (skill lesson). 21 clicks ("How do writers revise sentence length?") https://texas.thinkcerca.com/teacher/library/lessons/18358</p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "Which example uses varied sentence patterns to build interest for readers?" and click forward once for "Select the examples that vary sentence patterns to show the writer's style." https://learn.thinkcerca.com/teacher/skill_lessons/22757?step=MTM%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(ii) - Activity - Sentence Errors (skill lesson). 21 clicks ("How does a writer choose the correct conjunction to connect two complete thoughts within a sentence?"), 22 clicks https://texas.thinkcerca.com/teacher/library/lessons/18336</p>	<p>Sentence Errors (Skill Lesson), "Which of the following is a comma splice?" and click forward once for "Which of the following are correct strategies for dealing with a comma splice?" https://learn.thinkcerca.com/teacher/skill_lessons/22718?step=MjM%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(x) - Narrative - Pronouns (skill lesson). 8 clicks ("How do writers avoid pronoun errors?"), 16 clicks, 20 clicks https://texas.thinkcerca.com/teacher/library/lessons/18376</p>	<p>Pronouns (Skill Lesson), "You should ensure pronoun-antecedent agreement." and click forward once for "Here is a list of singular and plural pronouns." and click forward once for "This shows how to revise an error in pronoun-antecedent agreement." https://learn.thinkcerca.com/teacher/skill_lessons/22838?step=MjA%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xiv) - Activity - Comma Usage (skills lesson) 15 clicks ("How are commas used to separate coordinate adjectives?") https://texas.thinkcerca.com/teacher/library/lessons/18349</p>	<p>Commas (Skill Lesson), "Select the sentence that correctly uses a comma to separate coordinate adjectives." and click forward once for "Decide if these adjectives are coordinate and need to be separated by a comma or not." https://learn.thinkcerca.com/teacher/skill_lessons/22627?step=MTE%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xv) - Activity - Comma Usage (skills lesson). 7 clicks ("How are commas used to separate the introductory phrase from the rest of the sentence?") https://texas.thinkcerca.com/teacher/library/lessons/18349</p>	<p>Commas (Skill Lesson), "Select the sentence that correctly uses a comma to separate coordinate adjectives." and click forward once for "Decide if these adjectives are coordinate and need to be separated by a comma or not." https://learn.thinkcerca.com/teacher/skill_lessons/22627?step=MTE%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xvi) - Narrative - Comma Usage (skills lesson). 16 clicks ('How are independent clauses punctuated?"), 19 clicks https://texas.thinkcerca.com/teacher/library/lessons/18349</p>	<p>Commas (Skill Lesson), "You can use commas to separate complete thoughts." and click forward once for "Here is how you can separate independent clauses." and click forward once for "Separating independent clauses" https://learn.thinkcerca.com/teacher/skill_lessons/22627?step=MTM%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xvii) - Activity - Sentence Errors (skills lesson). 22 clicks. ("How does a writer revise a comma splice?") https://texas.thinkcerca.com/teacher/library/lessons/18336</p>	<p>Sentence Errors (Skill Lesson), "Which of the following are correct strategies for dealing with a comma splice?" https://learn.thinkcerca.com/teacher/skill_lessons/22718?step=MjQ%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xviii) - Activity - Spelling (skills lesson). 14 clicks ("How do writers choose the correct spelling of the commonly confused words "its" and "it's"?"), 19 clicks, 22 clicks https://texas.thinkcerca.com/teacher/library/lessons/18325</p>	<p>Spelling (Skill Lesson), "Select the correct spelling of each homophone based on the word's meaning in the passage." and click forward once for "Select the sentence that contains a correctly spelled homophone." https://learn.thinkcerca.com/teacher/skill_lessons/22805?step=MTc%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xviii) - Narrative - Spelling (skills lesson). 8 clicks ("How do writers avoid spelling errors?"), 10 clicks, 13 clicks https://texas.thinkcerca.com/teacher/library/lessons/18325</p>	<p>Spelling (Skill Lesson), "Some words sound alike but are spelled differently." and click forward once for "Use the correct spelling for the right meaning." https://learn.thinkcerca.com/teacher/skill_lessons/22805?step=MTU%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>11(A)(i) - Narrative - Effective Endings in Narrative Writing (Skill Lesson), 4 clicks ("What is the writer's goal when ending a story?"), 7-8 clicks, 10-11 clicks, 15 clicks, 23-24 clicks, 27 clicks https://texas.thinkcerca.com/teacher/library/lessons/17618</p>	<p>Endings in Narrative Writing (Skill Lesson), "You should close your story with a strong ending." and https://learn.thinkcerca.com/teacher/skill_lessons/22600?step=Mg%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>11(A)(ii) - Narrative - Using Author's Crafts (skills lesson). 4 clicks ("What is suspense?"), 8 clicks, 12 clicks, 16 clicks https://texas.thinkcerca.com/teacher/library/lessons/18378</p>	<p>Irony and Suspense (Skill Lesson), "You can create interest, excitement, and humor for readers of your narrative." and click forward once for "You can use suspense to make stories interesting." https://learn.thinkcerca.com/teacher/skill_lessons/22656?step=Mg%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>11(B)(ii) - Narrative - Organization Patterns in Informational Texts (skill lesson). 4 clicks ("What is an organizational pattern?"), 6-9 clicks https://texas.thinkcerca.com/teacher/library/lessons/18351</p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "What are organizational patterns?" and click forward once for "Why do writers use organizational patterns?" https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=Mg%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>11(B)(iii) - Narrative - Word Choices that Impact Mood (skill lesson). 4 clicks ("What is word choice?"), 5 clicks, 15 clicks, 19 clicks https://texas.thinkcerca.com/teacher/library/lessons/18346</p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Word choice affects how you experience a piece of literature." and click forward once for "Word choice and mood" https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=NQ%3D%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>12(B)(i) - Narrative - Developing and Revising a Research Plan (skill lesson). 4 clicks ("What is the purpose of a research plan?"), 9 clicks, 15 clicks https://texas.thinkcerca.com/teacher/library/lessons/18404</p>	<p>Developing and Revising a Research Plan (Skill Lesson), "Use a plan to help focus your research." https://learn.thinkcerca.com/teacher/skill_lessons/22712?step=Mg%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>12(B)(ii) - Narrative - Developing and Revising a Research Plan (skill lesson). 15 clicks ("How do writers draft and revise their research plans?") https://texas.thinkcerca.com/teacher/library/lessons/18404</p>	<p>Developing and Revising a Research Plan (Skill Lesson), "Revise your research plan as you work." https://learn.thinkcerca.com/teacher/skill_lessons/22712?step=MTE%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>12(C)(i) - Narrative - Developing and Revising a Research Plan (skill lesson). 19 clicks ("How do writers refine their research questions?") https://texas.thinkcerca.com/teacher/library/lessons/18404</p>	<p>Developing and Revising a Research Plan (Skill Lesson), "Refine your research question as you work." and click forward once for "How to refine a research question" https://learn.thinkcerca.com/teacher/skill_lessons/22712?step=MTQ%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>12(G)(i) - Narrative - Paraphrasing and Summarizing (skill lesson). 4 clicks ("How do writers paraphrase?"), 12 clicks, 16 clicks, 21 clicks https://texas.thinkcerca.com/teacher/library/lessons/18430</p>	<p>Summarizing Informational Texts (Skill Lesson), "You can avoid plagiarism by summarizing with your own words." and click forward once for "This shows how to summarize using different words from the original text." https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=MTA%3D</p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>12(G)(i) - Activity - Paraphrasing and Summarizing (skill lesson). 23 clicks ("How do writers avoid plagiarism when summarizing and paraphrasing?") https://texas.thinkcerca.com/teacher/library/lessons/18430</p>	<p>Summarizing Informational Texts (Skill Lesson), "Why is it important to avoid plagiarizing?" and click forward once for "Which summary avoids plagiarizing?" https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=MTI%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>12(H)(ii) - Narrative - Selecting and Arranging Credible and Relevant Evidence (skill lesson). 13 clicks ("What makes evidence credible?"), 14 clicks https://texas.thinkcerca.com/teacher/library/lessons/17594</p>	<p>Supporting Claims with Evidence (Skill Lesson), "What types of evidence can you use?" and click forward once for "This shows a quotation used as evidence." and click forward once for "This shows a statistic used as evidence." https://learn.thinkcerca.com/teacher/skill_lessons/22710?step=MTI%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>2(A)(ii) - Narrative - Using a Dictionary (Skills and Concepts), click 6 times ("What parts make up a dictionary entry?") https://texas.thinkcerca.com/teacher/library/lessons/18387</p>	<p>Using Reference Materials (Skill Lesson), "A dictionary entry contains different types of information." and click forward once for "An example of a dictionary entry" https://learn.thinkcerca.com/teacher/skill_lessons/22679?step=Ng%3D%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>2(A)(iii) - Narrative - Using a Dictionary (Skills and Concepts), click 6 times ("What parts make up a dictionary entry?") https://texas.thinkcerca.com/teacher/library/lessons/18387</p>	<p>Using Reference Materials (Skill Lesson), "A dictionary entry contains different types of information." and click forward once for "An example of a dictionary entry" https://learn.thinkcerca.com/teacher/skill_lessons/22679?step=Ng%3D%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>2(A)(iv) - Narrative - Using a Dictionary (Skills and Concepts), click 6 times ("What parts make up a dictionary entry?") https://texas.thinkcerca.com/teacher/library/lessons/18387</p>	<p>Using Reference Materials (Skill Lesson), "A dictionary entry contains different types of information." and click forward once for "An example of a dictionary entry" https://learn.thinkcerca.com/teacher/skill_lessons/22679?step=Ng%3D%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>2(A)(v) - Narrative - Using a Dictionary (Skills and Concepts), click 6 times ("What parts make up a dictionary entry?") https://texas.thinkcerca.com/teacher/library/lessons/18387</p>	<p>Using Reference Materials (Skill Lesson), "A dictionary entry contains different types of information." and click forward once for "An example of a dictionary entry" https://learn.thinkcerca.com/teacher/skill_lessons/22679?step=Ng%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>2(C)(ii) - Narrative - Word Meanings with Greek and Latin Roots (Skills and Concepts), 4 clicks ("How are words made up of parts?"), 5 clicks ("How can readers use Greek and Latin roots to understand words?") https://texas.thinkcerca.com/teacher/library/lessons/18371</p>	<p>Using Affixes and Greek and Latin Roots to Determine Meaning (Skill Lesson), "The Latin root gen can help determine the meaning of words." and click forward once for "Using the root gen as a clue" https://learn.thinkcerca.com/teacher/skill_lessons/22630?step=MTI%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>2(C)(iii) - Narrative - Word Meanings with Greek and Latin Roots (Skills and Concepts), 4 clicks ("How are words made up of parts?"), 5 clicks ("How can readers use Greek and Latin roots to understand words?") https://texas.thinkcerca.com/teacher/library/lessons/18371</p>	<p>Using Affixes and Greek and Latin Roots to Determine Meaning (Skill Lesson), "The Greek root log can help determine the meaning of words." and click forward once for "Using the root log as a clue" https://learn.thinkcerca.com/teacher/skill_lessons/22630?step=MTY%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>2(C)(iv) - Narrative - Word Meanings with Greek and Latin Roots (Skills and Concepts), 4 clicks ("How are words made up of parts?"), 5 clicks ("How can readers use Greek and Latin roots to understand words?") https://texas.thinkcerca.com/teacher/library/lessons/18371</p>	<p>Using Affixes and Greek and Latin Roots to Determine Meaning (Skill Lesson), "The Latin root gen can help determine the meaning of words." and click forward once for "Using the root gen as a clue" https://learn.thinkcerca.com/teacher/skill_lessons/22630?step=MTI%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(A)(ii) - Narrative - The Reading Process: Active Reading (Skills and Concepts), 21 clicks ("What do readers use to determine the best way to read a text?") https://texas.thinkcerca.com/teacher/library/lessons/18412</p>	<p>The Reading Process: Active Reading (Skill Lesson), "You should set a purpose for reading." https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=MTI%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(B)(i) - Narrative - The Reading Process: Pre-Reading (Skills and Concepts), 4 clicks ("How do readers establish a purpose for reading a text?"), 8 clicks ("How can readers generate questions before they read?") https://texas.thinkcerca.com/teacher/library/lessons/18407</p>	<p>The Reading Process: Pre-Reading (Skill Lesson), "You can ask yourself questions before you read." https://learn.thinkcerca.com/teacher/skill_lessons/22608?step=Ng%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(B)(iii) - Narrative - The Reading Process: Active Reading (Skills and Concepts), 18 clicks ("How do active reading strategies help readers understand the key ideas in a text?") https://texas.thinkcerca.com/teacher/library/lessons/18412</p>	<p>The Reading Process: Active Reading (Skill Lesson), "You can ask yourself questions after you finish reading a text." https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=OQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(B)(iv) - Narrative - The Reading Process: Pre-Reading (Skills and Concepts), 4 clicks ("How do readers establish a purpose for reading a text?"), 8 clicks ("How can readers generate questions before they read?") https://texas.thinkcerca.com/teacher/library/lessons/18407</p>	<p>The Reading Process: Pre-Reading (Skill Lesson), "You can ask yourself questions before you read." https://learn.thinkcerca.com/teacher/skill_lessons/22608?step=Ng%3D%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(B)(vi) - Narrative - The Reading Process: Active Reading (Skills and Concepts), 18 clicks ("How do active reading strategies help readers understand the key ideas in a text?") https://texas.thinkcerca.com/teacher/library/lessons/18412</p>	<p>The Reading Process: Active Reading (Skill Lesson), "You can ask yourself questions after you finish reading a text." https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=OQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(C)(i) - Activity - The Reading Process: Pre-Reading (Skills and Concepts), clicks 18-22 ("Which prediction is reasonable..." + following) https://texas.thinkcerca.com/teacher/library/lessons/18407</p>	<p>The Reading Process: Pre-Reading (Skill Lesson), "What reasonable predictions can a reader make about a text with a frog on the cover?" and click forward once for "What can you predict about a book titled Finding a Home with a photo of a puppy on the cover?" https://learn.thinkcerca.com/teacher/skill_lessons/22608?step=MTY%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(C)(i) - Narrative - The Reading Process: Pre-Reading (Skills and Concepts), clicks 12-13 ("What do readers use to make predictions about a text?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18407</p>	<p>The Reading Process: Pre-Reading (Skill Lesson), "You can also base your predictions on the text's title or cover art." and click forward once for "This shows how to base a prediction on the title or cover art." https://learn.thinkcerca.com/teacher/skill_lessons/22608?step=MTQ%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(C)(iii) - Narrative - The Reading Process: Pre-Reading (Skills and Concepts), clicks 12-13 ("What do readers use to make predictions about a text?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18407</p>	<p>The Reading Process: Pre-Reading (Skill Lesson), "You can also base your predictions on the text's title or cover art." and click forward once for "This shows how to base a prediction on the title or cover art." https://learn.thinkcerca.com/teacher/skill_lessons/22608?step=MTQ%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(E)(ii) - Activity - The Reading Process: Making Connections (Skills and Concepts), click 16 ("What questions do readers ask themselves..."), click 18 ("What connection has the reader made to the text?") https://texas.thinkcerca.com/teacher/library/lessons/18329</p>	<p>The Reading Process: Making Connections (Skill Lesson), "Choose the answers that help explain how readers make connections to a text." and click forward once for "Readers ask themselves questions. What type of text connections do these questions suggest?" https://learn.thinkcerca.com/teacher/skill_lessons/22780?step=MTU%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(G)(i) - Narrative - The Reading Process: Active Reading (Skills and Concepts), 4 clicks ("What are key ideas and details?") and 8 clicks ("How do readers use details to determine key ideas?") https://texas.thinkcerca.com/teacher/library/lessons/18412</p>	<p>The Reading Process: Active Reading (Skill Lesson), "You can summarize the details to get the key ideas." and click forward once for "Key ideas and details" https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=Mw%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(I)(i) - Narrative - The Reading Process: Active Reading (Skills and Concepts), 18 clicks ("How do active reading strategies help readers understand the key ideas in a text?") https://texas.thinkcerca.com/teacher/library/lessons/18412</p>	<p>The Reading Process: Active Reading (Skill Lesson), "You can confirm your predictions about the text." and click forward once for "You can also correct your predictions about the text." https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=MTY%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(I)(ii) - Narrative - The Reading Process: Active Reading (Skills and Concepts), 18 clicks ("How do active reading strategies help readers understand the key ideas in a text?") https://texas.thinkcerca.com/teacher/library/lessons/18412</p>	<p>The Reading Process: Active Reading (Skill Lesson), "These examples show how to correct your predictions while reading." https://learn.thinkcerca.com/teacher/skill_lessons/22605?step=MTg%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>6(D)(ii) - Activity - Paraphrasing and Summarizing (Skills and Concepts), 6-7 clicks ("Which paraphrase is the better example?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18430</p>	<p>Summarizing Informational Texts (Skill Lesson), "Select the correct word or phrase to complete these sentences." and click forward once for "Which example paraphrases correctly?" https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=MTg%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>6(D)(iii) - Activity - Paraphrasing and Summarizing (Skills and Concepts), clicks 10-11 ("Which summary is the better example?" + following), clicks 17-18 ("Which is a summary and which is a paraphrase?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18430</p>	<p>Summarizing Informational Texts (Skill Lesson), "Which statement about summaries is true?" and click forward once for "Which is the best summary?" https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=OA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>6(D)(iv) - Activity - Paraphrasing and Summarizing (Skills and Concepts), 8 clicks ("How do writers summarize?") and 16 clicks ("What makes a strong summary or paraphrase?") https://texas.thinkcerca.com/teacher/library/lessons/18430</p>	<p>Summarizing Informational Texts (Skill Lesson), "Which statement about summaries is true?" and click forward once for "Which is the best summary?" https://learn.thinkcerca.com/teacher/skill_lessons/22864?step=OA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(i) - Activity - Conflict and Characters (Skills and Concepts), 8 clicks ("How do writers convey a character's qualities?"), 10-11 clicks ("How do a character's desires affect the story?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18398</p>	<p>Conflict and Character (Skill Lesson), "How do Kata's qualities affect the plot?" https://learn.thinkcerca.com/teacher/skill_lessons/22612?step=MTA%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(ii) - Activity - Conflict and Characters (Skills and Concepts), 8 clicks ("How do writers convey a character's qualities?"), 17-21 clicks ("What is the main conflict or problem?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18398</p>	<p>Conflict and Character (Skill Lesson), "How do the characters resolve the conflict?" https://learn.thinkcerca.com/teacher/skill_lessons/22612?step=MTY%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(C)(i) - Narrative - Using Time as a Storytelling Tool (Skills and Concepts), 4 clicks ("How do writers use time as a storytelling tool?"), 16 clicks ("What is foreshadowing?") https://texas.thinkcerca.com/teacher/library/lessons/18075</p>	<p>Time as a Storytelling Tool (Skill Lesson), "You can give clues about what will happen in the future." and click forward once for "There are different ways to show foreshadowing." https://learn.thinkcerca.com/teacher/skill_lessons/22614?step=MTc%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(C)(ii) - Activity - Using Author's Crafts (Skills and Concepts), 5-7 clicks (beginning at "What is suspense?") https://texas.thinkcerca.com/teacher/library/lessons/18378</p>	<p>Irony and Suspense (Skill Lesson), "Determine if the following examples include suspense." and click forward once for "Do the following examples of suspense create fear or excitement?" https://learn.thinkcerca.com/teacher/skill_lessons/22656?step=NQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(i) - Activity - Setting, Story Events, and Narrative Structure (Skills and Concepts), 20-21 clicks ("Which element of setting is being described?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18420</p>	<p>Analyzing Story Elements in Literary Texts (Skill Lesson), "How is the writer using setting to affect a character?" and click forward once for "What is the effect of the setting on Ali?" https://learn.thinkcerca.com/teacher/skill_lessons/22796?step=OQ%3D%3D</p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>7(D)(ii) - Activity - Setting, Story Events, and Narrative Structure (Skills and Concepts), 20-21 clicks ("Which element of setting is being described?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18420</p>	<p>Analyzing Story Elements in Literary Texts (Skill Lesson), "How does the setting affect a plot event?" and click forward once for "Select two descriptions of the setting that cause Ali to hide in the bathroom." https://learn.thinkcerca.com/teacher/skill_lessons/22796?step=MTM%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(A)(i) - Activity - Characteristics of Literary Genres (skill lesson). 5 clicks ("What is genre?"), 7-9 clicks, 11 clicks, 13 clicks, 16 clicks, 18-22 clicks https://texas.thinkcerca.com/teacher/library/lessons/18322</p>	<p>Types of Narrative Writing (Skill Lesson), "Complete the passage to correctly describe the difference between fiction and nonfiction." and click forward once for "Which kind of narrative does each text show?" and click forward 4 times for "Why is this story an example of historical fiction?" https://learn.thinkcerca.com/teacher/skill_lessons/22560?step=Mw%3D%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(A)(i) - Narrative - Characteristics of Literary Genres (skill lesson). 4 clicks ("What is literary genre?"), 6 clicks, 10 clicks, 15 clicks, https://texas.thinkcerca.com/teacher/library/lessons/18322</p>	<p>Types of Narrative Writing (Skill Lesson), "Narrative pieces tell the stories of real or imagined events." and click forward 3 times for "Narrative pieces about imagined events may seem real." and click forward once for "Fiction may include historical events or people." and click forward once for "Realistic fiction is different from historical fiction." https://learn.thinkcerca.com/teacher/skill_lessons/22560?step=Mg%3D%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(C)(i) - Narrative - Developing Characters in Drama (skill lesson). 4 clicks ("How do playwrights develop characters in drama?"), 14 clicks https://texas.thinkcerca.com/teacher/library/lessons/18340</p>	<p>Developing Characters in Drama (Skill Lesson), "Characters in a drama can be developed through dialogue." https://learn.thinkcerca.com/teacher/skill_lessons/22715?step=Mw%3D%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(C)(ii) - Activity - Developing Characters in Drama (skill lesson). 6 clicks ("Based on the stage directions and dialogue, what character trait could be used to describe Isabella?"), 7 clicks, 13 clicks, 16-18 clicks, 21-22 clicks https://texas.thinkcerca.com/teacher/library/lessons/18340</p>	<p>Developing Characters in Drama (Skill Lesson), "Select the words that tell how characters are developed in drama." and click forward once for "What does the staging and dialogue show about Isabella?" https://learn.thinkcerca.com/teacher/skill_lessons/22715?step=NQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(i) - Narrative - The Thesis Statement in Informational Text (skill lesson). 4 clicks ("How do writers introduce informational texts?"), 8 clicks, 20 clicks https://texas.thinkcerca.com/teacher/library/lessons/18410</p>	<p>The Thesis Statement (Skill Lesson), "In your introduction, state the controlling idea about your topic." https://learn.thinkcerca.com/teacher/skill_lessons/22841?step=Mw%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(i) - Activity - The Thesis Statement in Informational Text (skill lesson). 6 clicks ("What is the purpose of introductions in informational texts?"), 16-18 clicks, 21 clicks https://texas.thinkcerca.com/teacher/library/lessons/18410</p>	<p>The Thesis Statement (Skill Lesson), "Which best describes the purpose of the text?" and click forward once for "Which best describes the underlined sentence?" https://learn.thinkcerca.com/teacher/skill_lessons/22841?step=NA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(iii) - Narrative - Organization Patterns in Informational Texts (skill lesson). 4 clicks ("What is an organizational pattern?") 6 clicks ("What is the definition organizational pattern?"), 7-9 clicks https://texas.thinkcerca.com/teacher/library/lessons/18351</p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "What are organizational patterns?" and click forward once for "Why do writers use organizational patterns?" https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=Mg%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(iii) - Activity - Organization Patterns in Informational Texts (skill lesson). 13 clicks ("How do writers signal to readers the organizational pattern they are using in a text?"), 15-16 clicks https://texas.thinkcerca.com/teacher/library/lessons/18351</p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "What statement explains the purpose of an organizational pattern?" and click forward once for "Select the correct words to complete this passage on organizational patterns." https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=NA%3D%3D</p>

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<div style="border: 1px solid black; padding: 2px; text-align: center; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Remove Row (-)</div>	<p>8(D)(iv) - Narrative - Organization Patterns in Informational Texts (skill lesson). 4 clicks ("What is an organizational pattern?") 6 clicks ("What is the definition organizational pattern?"), 7-9 clicks https://texas.thinkcerca.com/teacher/library/lessons/18351</p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "You can organize information based on similarities and differences." and click forward once for "You can use certain words to develop a compare and contrast ordered pattern." and click forward once for "Ideas organized by compare and contrast" https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTE%3D</p>
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<div style="border: 1px solid black; padding: 2px; text-align: center; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Remove Row (-)</div>	<p>8(D)(ix) - Narrative - Organization Patterns in Informational Texts (skill lesson). 4 clicks ("What is an organizational pattern?") 6 clicks ("What is the definition organizational pattern?"), 7-9 clicks https://texas.thinkcerca.com/teacher/library/lessons/18351</p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "You can organize information based on similarities and differences." and click forward once for "You can use certain words to develop a compare and contrast ordered pattern." and click forward once for "Ideas organized by compare and contrast" https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTE%3D</p>
<div style="border: 1px solid black; padding: 2px; text-align: center; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Remove Row (-)</div>	<p>8(D)(ix) - Activity - Organization Patterns in Informational Texts (skill lesson). 13 clicks ("How do writers signal to readers the organizational pattern they are using in a text?"), 19 clicks, 22 clicks https://texas.thinkcerca.com/teacher/library/lessons/18351</p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "Which is true about comparing and contrasting?" and click forward once for "Select the three words that compare and contrast." https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTQ%3D</p>
<div style="border: 1px solid black; padding: 2px; text-align: center; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Remove Row (-)</div>	<p>8(D)(v) - Narrative - Organization Patterns in Informational Texts (skill lesson). 4 clicks ("What is an organizational pattern?") 6 clicks ("What is the definition organizational pattern?"), 7-9 clicks https://texas.thinkcerca.com/teacher/library/lessons/18351</p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "You can organize information based on its advantages and disadvantages." and click forward once for "You can use certain words to develop a pro-con organizational pattern." https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTY%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(v) - Activity - Organization Patterns in Informational Texts (skill lesson). 13 clicks ("How do writers signal to readers the organizational pattern they are using in a text?"), 16 clicks, 20 clicks https://texas.thinkcerca.com/teacher/library/lessons/18351</p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "Which underlined statement gives the cons of the hike?" and click forward once for "Do the following words create a pro or con organizational pattern?" https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTk%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(vi) - Narrative - The Thesis Statement in Informational Text (skill lesson). 4 clicks ("How do writers introduce informational texts?"), 8 clicks, 10 clicks, 20 clicks https://texas.thinkcerca.com/teacher/library/lessons/18410</p>	<p>The Thesis Statement (Skill Lesson), "How to Write a Thesis Statement" https://learn.thinkcerca.com/teacher/skill_lessons/22841?step=Ng%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(vi) - Activity - The Thesis Statement in Informational Text (skill lesson). 9 clicks ("What is the purpose of a thesis statement?"), 11-12 clicks, 15 clicks, 22 clicks https://texas.thinkcerca.com/teacher/library/lessons/18410</p>	<p>The Thesis Statement (Skill Lesson), "What should a thesis statement include?" and click forward once for "Which sentence is the most effective thesis statement?" https://learn.thinkcerca.com/teacher/skill_lessons/22841?step=Nw%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(viii) - Narrative - Organization Patterns in Informational Texts (skill lesson). 4 clicks ("What is an organizational pattern?") 6 clicks ("What is the definition organizational pattern?"), 7-9 clicks https://texas.thinkcerca.com/teacher/library/lessons/18351</p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "What are organizational patterns?" and click forward once for "Why do writers use organizational patterns?" https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=Mg%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(viii) - Activity - Organization Patterns in Informational Texts (skill lesson). 13 clicks ("How do writers signal to readers the organizational pattern they are using in a text?"), 15-16 clicks https://texas.thinkcerca.com/teacher/library/lessons/18351</p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "What statement explains the purpose of an organizational pattern?" and click forward once for "Select the correct words to complete this passage on organizational patterns." https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=NA%3D%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(x) - Narrative - Organization Patterns in Informational Texts (skill lesson). 4 clicks ("What is an organizational pattern?") 6 clicks ("What is the definition organizational pattern?"), 7-9 clicks https://texas.thinkcerca.com/teacher/library/lessons/18351</p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "Which is true about comparing and contrasting?" and click forward once for "Select the three words that compare and contrast." https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTQ%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(x) - Activity - Organization Patterns in Informational Texts (skill lesson). 13 clicks ("How do writers signal to readers the organizational pattern they are using in a text?"), 16 clicks, 20 clicks https://texas.thinkcerca.com/teacher/library/lessons/18351</p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "You can organize information based on its advantages and disadvantages." and click forward once for "You can use certain words to develop a pro-con organizational pattern." https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MTY%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(ii) - Activity - Claims (skill lesson). 15 clicks ("What is the job of each supporting statement?") https://texas.thinkcerca.com/teacher/library/lessons/17906</p>	<p>Claims in Arguments (Skill Lesson), "Are these claims precise or imprecise?" and click forward once for "What makes a claim precise?" https://learn.thinkcerca.com/teacher/skill_lessons/22754?step=MTc%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(iii) - Narrative - Alternate Viewpoints and Counterargument (skill lesson). 4 clicks ("What is a counterargument?"), 11 clicks, 15 clicks, 19 clicks https://texas.thinkcerca.com/teacher/library/lessons/18385</p>	<p>Counterarguments (Skill Lesson), "What is a counterargument?" and click forward once for "You can include a counterargument to strengthen your argument." and click forward once for "A counterargument has two parts." and click forward once to "A counterargument has two parts." https://learn.thinkcerca.com/teacher/skill_lessons/22598?step=Mg%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(iv) - Narrative - Audience (Skill Lesson), 4-6 clicks ("Why is Audience Important") https://texas.thinkcerca.com/teacher/library/lessons/18403</p>	<p>Audience (Skill Lesson), "You write your argument for an audience." and click forward once for "You will have different audiences for different arguments." and click forward 3 times for "Consider what you know about your audience." https://learn.thinkcerca.com/teacher/skill_lessons/22584?step=Mg%3D%3D</p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(E)(vii) - Narrative - Alternate Viewpoints and Counterargument (skill lesson). 4 clicks ("What is a counterargument?"), 11 clicks, 19 clicks https://texas.thinkcerca.com/teacher/library/lessons/18385</p>	<p>Counterarguments (Skill Lesson), "You should support your counterargument with strong evidence." and click forward once for "These examples show how to select strong evidence for a counterargument." https://learn.thinkcerca.com/teacher/skill_lessons/22598?step=OA%3D%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>8(E)(viii) - Narrative - Audience (Skill Lesson), 4-6 clicks ("Why is Audience Important") https://texas.thinkcerca.com/teacher/library/lessons/18403</p>	<p>Audience (Skill Lesson), "Give information your audience needs to understand your argument." and click forward once for "These examples show how to include the information your audience needs." and click forward 3 times for "Write in a way that fits what your audience cares about." https://learn.thinkcerca.com/teacher/skill_lessons/22584?step=OQ%3D%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(B)(i) - Activity - Organization Patterns in Informational Texts (skill lesson). 10 clicks ("What kinds of organizational patterns can writers use?"), 12 clicks https://texas.thinkcerca.com/teacher/library/lessons/18351</p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "Which organizational pattern is being described?" and click forward once for "Select the correct word or phrase to complete this passage using organizational patterns." https://learn.thinkcerca.com/teacher/skill_lessons/22748?step=MjM%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(E)(i) - Activity - Point of View: Subjective and Objective (skill lesson). 9 clicks ("What makes a text subjective?"), 11 clicks, 17 clicks, 18 clicks https://texas.thinkcerca.com/teacher/library/lessons/18383</p>	<p>Point of View: Subjective and Objective (Skill Lesson), "What are the characteristics of objective and subjective points of view?" https://learn.thinkcerca.com/teacher/skill_lessons/22610?step=Ng%3D%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>9(E)(ii) - Narrative - Point of View: Subjective and Objective (skill lesson). 5 clicks ("What is an objective point of view?"), 12 clicks https://texas.thinkcerca.com/teacher/library/lessons/18383</p>	<p>Point of View: Subjective and Objective (Skill Lesson), "An author may leave out personal opinions and emotions." and click forward once for "Example with objective point of view" https://learn.thinkcerca.com/teacher/skill_lessons/22610?step=NA%3D%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(E)(ii) - Activity - Point of View: Subjective and Objective (skill lesson). 10 clicks ("What makes a text objective?"), 11 clicks, 16 clicks, 18 clicks https://texas.thinkcerca.com/teacher/library/lessons/18383</p>	<p>Point of View: Subjective and Objective (Skill Lesson), "What are the characteristics of objective and subjective points of view?" and click forward once for "Why is the passage objective?" https://learn.thinkcerca.com/teacher/skill_lessons/22610?step=Ng%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(i) - Narrative - Word Choices that Impact Mood (skill lesson). 4 clicks ("What is word choice?"), 5 clicks https://texas.thinkcerca.com/teacher/library/lessons/18346</p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Word choice affects how you experience a piece of literature." and click forward once for "Word choice and mood" https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=NQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(i) - Activity - Word Choices that Impact Mood (skill lesson). 7 clicks ("What is word choice?"), 11 clicks, 13-14 clicks https://texas.thinkcerca.com/teacher/library/lessons/18346</p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Select three phrases that help create a mood of frustration." and click forward once for "Which sentence conveys a disappointed mood?" https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=Nw%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(ii) - Narrative - Word Choices that Impact Mood (skill lesson). 4 clicks ("What is word choice?"), 15 clicks https://texas.thinkcerca.com/teacher/library/lessons/18346</p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Word choice reveals information about the author." and click forward once for "Authors develop a voice that fits the purpose and audience." https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=OQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(ii) - Activity - Word Choices that Impact Mood (skill lesson). 18 clicks ("What is the difference between formal and informal voice?") https://texas.thinkcerca.com/teacher/library/lessons/18346</p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Which statement best describes the author's voice?" and click forward once for "Select two examples of exaggeration that develop the author's voice." https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=MTI%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(iii) - Activity - Word Choices that Impact Mood (skill lesson). 21 clicks ("How is the writer's tone shaped by word choice?"), 22 clicks https://texas.thinkcerca.com/teacher/library/lessons/18346</p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Choose whether the author's tone is knowledgeable or critical." and click forward once for "Select two examples of word choice that develop the author's admirable tone."</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(iii) - Narrative - Word Choices that Impact Mood (skill lesson). 4 clicks ("What is word choice?"), 19 clicks https://texas.thinkcerca.com/teacher/library/lessons/18346</p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Word choice can reveal an author's attitude about a topic." and click forward once for "Word choice and tone" https://learn.thinkcerca.com/teacher/skill_lessons/22751?step=MTQ%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(G)(i) - Activity - Reasoning (skill lesson). 18 clicks ("What are rhetorical devices?"), 20 clicks, https://texas.thinkcerca.com/teacher/library/lessons/18332</p>	<p>Rhetorical Devices (Skill Lesson), "Why do writers use rhetorical devices?" and click forward once for "Which statement shows a direct address?" https://learn.thinkcerca.com/teacher/skill_lessons/22830?step=MTE%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(G)(ii) - Activity - Reasoning (skill lesson). 16 clicks ("What does a logical fallacy do in an argument?") https://texas.thinkcerca.com/teacher/library/lessons/18332</p>	<p>Rhetorical Devices (Skill Lesson), "Choose the best words to complete the sentences." and click forward once for "Are the statements examples of sweeping generalizations or loaded language?" https://learn.thinkcerca.com/teacher/skill_lessons/22830?step=MTY%3D</p>

The undersigned certifies that the materials included in this update request meet the applicable essential knowledge and skills, are free from factual errors, and comply with applicable accessibility and manufacturing standards. The undersigned further understands and agrees to supply the previous version of the state-adopted instructional material to school districts that choose to continue using the previous version during the duration of the original contract.

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Signature of Company Official

Laura Litton

 Digitally signed by Laura Litton
Date: 2019.04.22 13:40:10 -05'00'

Title

Director of Enablement

Date Signed

Apr 22, 2019

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Publishers that wish to make changes to currently adopted instructional materials are required to submit a written request to TEA.

All updates to content used to determine the Texas Essential Knowledge and Skills (TEKS) coverage must be approved by the State Board of Education (SBOE) prior to their introduction into the material. All updates that do not involve content used to determine TEKS coverage must be approved by TEA. With prior TEA approval, publishers may, at any time, make changes that do not affect the content, such as technical enhancements or improvements.

The request must be accompanied by an electronic sample of the updated content. An updated *Correlation to the TEKS and ELPS* will be required if the update involves content used to determine TEKS coverage in the initial review.

Please refer to 19 Texas Administrative Code §[66.75](#) for more information.

Please complete all required fields, and submit the form by clicking the Submit by Email button. Send the electronic sample and correlations, if required, to review.adoption@tea.texas.gov.

From	Laura Litton	Date	Apr 12, 2019										
Publisher	ThinkCERCA												
Subject Area	English Language Arts and Reading												
Grade Level(s) or Course(s)	7												
Proclamation Year	2019	Copyright Year	2019										
Does this update change content used to demonstrate TEKS or ELPS coverage?	Yes - TEKS												
Program Title	ThinkCERCA, Texas Edition, Grade 7 Digital Courseware												
Program ISBN	9	7	8	0	9	9	9	8	5	6	1	4	7
Component Title	ThinkCERCA, Texas Edition, Grade 7 Teacher Edition Digital Courseware												
Component ISBN	9	7	8	0	9	9	9	8	5	6	1	1	6

Provide a brief description of the proposed changes.

For some citations, we are proposing new citations because the license to include selections in currently cited lessons is expiring. Please see details below and the Addendum for 7th grade. For some citations, we are proposing new wording in the lesson. Please see details below and the Addendum for 7th grade. Preview of new content is accessible using links provided below and login credentials texas_teacher@thinkcerca.com, password TexasThinkcerca. Screen shots of relevant material and full texts of selections in newly cited lessons are included in the Addendum for 7th grade.

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Provide a side-by-side comparison between currently adopted content and proposed updated content. Include as much detail as possible.

	Currently Adopted Content	Proposed Update
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Remove Row (-)</div>	<p>(5)(E)(i) make connections to personal experiences; Activity</p> <p>Citation: Every applied lesson contains a "Connect" step. For example, Voices of the Few (Applied Lesson), Step 1:Connect</p> <p>https://texas.thinkcerca.com/lessons/15965/lesson_steps/1</p> <p>NEW LESSON CITED Reason for changing citation: License to include currently cited selection is expiring.</p>	<p>Citation: Every applied lesson contains a "Connect" step. For example, Smartphones Aren't a Smart Choice in Middle School (Writing Lesson), Step 1:Connect</p> <p>https://learn.thinkcerca.com/lessons/20648/lesson_steps/1</p> <p>NEW LESSON CITED Reason for citing this lesson: Lesson gives students the opportunity to practice the skill in the TEKS. This lesson is not new to the product; this is merely a new citation. Lesson contains a well-written selection for students to read and write in response. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Remove Row (-)</div>	<p>(6)(C)(i) use text evidence to support an appropriate response; Activity</p> <p>Citation: Voices of the Few (Applied Lesson) See directions for Step 3: Engage with the Text.</p> <p>https://texas.thinkcerca.com/lessons/15965/lesson_steps/3</p> <p>NEW LESSON CITED Reason for changing citation: License to include currently cited selection is expiring.</p>	<p>Citation: Should Junk Food Be Banned in Schools? (Writing Lesson), Step 3: Engage with the Text.</p> <p>https://learn.thinkcerca.com/lessons/22183/lesson_steps/3</p> <p>NEW LESSON CITED Reason for citing this lesson: Lesson gives students opportunity to practice the skill in the TEKS. This lesson is not new to the product; it is merely a new citation. Lesson contains a well-written selection for students to summarize. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Remove Row (-)</div>	<p>(6)(D)(iii) summarize texts in ways that maintain meaning; Activity</p> <p>Citation: Voices of the Few (Applied Lesson) Step 4: Summarize. See directions for prompt.</p> <p>https://texas.thinkcerca.com/lessons/15965/lesson_steps/4</p> <p>NEW LESSON CITED Reason for changing citation: License to include</p>	<p>Citation: Should Junk Food Be Banned in Schools? (Writing Lesson), Step 4: Summarize. See directions for prompt.</p> <p>https://learn.thinkcerca.com/lessons/22183/lesson_steps/4</p> <p>NEW LESSON CITED Reason for citing this lesson: Lesson gives students the opportunity to practice the skill in the TEKS. This lesson is not new to the product; it is merely a new</p>

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	<p>selection in currently cited lesson is expiring.</p>	<p>citation. Lesson contains a well-written selection for students to summarize. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.</p>
<p>Add Row (+)</p>	<p>(6)(D)(iv) summarize texts in ways that maintain logical order; Activity</p> <p>Citation: Voices of the Few (Applied Lesson) Step 4: Summarize. See directions for prompt.</p>	<p>Citation: Should Junk Food Be Banned in Schools? (Writing Lesson), Step 4: Summarize</p> <p>https://learn.thinkcerca.com/lessons/22183/lesson_steps/4</p>
<p>Remove Row (-)</p>	<p>https://texas.thinkcerca.com/lessons/15965/lesson_steps/4</p> <p>NEW LESSON CITED Reason for changing citation: License to include selection in currently cited lesson is expiring.</p>	<p>NEW LESSON CITED Reason for citing this lesson: Lesson gives students the opportunity to practice the skill in the TEKS. This lesson is not new to the product; it is merely a new citation. Lesson contains a well-written selection for students to summarize. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.</p>
<p>Add Row (+)</p>	<p>(6)(E)(i) interact with sources in meaningful ways; Activity</p> <p>Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."</p>	<p>Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p>https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</p>
<p>Remove Row (-)</p>	<p>https://texas.thinkcerca.com/lessons/18476/lesson_steps/6</p> <p>NEW WORDING</p>	<p>NEW WORDING Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.</p>
<p>Add Row (+)</p>	<p>(10)(B)(vi) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific facts; Activity</p> <p>Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."</p>	<p>Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p>https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</p>
<p>Remove Row (-)</p>	<p>https://texas.thinkcerca.com/lessons/15828/lesson_steps/6</p> <p>NEW WORDING</p>	<p>NEW WORDING Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.</p>
	<p>(10)(B)(vii) develop drafts into a focused piece of writing by developing an engaging idea reflecting</p>	<p>Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>depth of thought with specific details; Activity</p> <p>Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."</p> <p>https://texas.thinkcerca.com/lessons/15828/lesson_steps/6</p> <p>NEW WORDING</p>	<p>"Need help getting started."</p> <p>https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</p> <p>NEW WORDING</p> <p>Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>(10)(B)(viii) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific examples; Activity</p> <p>Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."</p> <p>https://texas.thinkcerca.com/lessons/15828/lesson_steps/6</p> <p>NEW WORDING</p>	<p>Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p>https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</p> <p>NEW WORDING</p> <p>Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>(10)(B)(xv) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific details</p> <p>Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."</p> <p>https://texas.thinkcerca.com/lessons/15828/lesson_steps/6</p> <p>NEW WORDING</p>	<p>Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p>https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</p> <p>NEW WORDING</p> <p>Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>(10)(B)(xvi) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific examples; Activity</p> <p>Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."</p> <p>https://texas.thinkcerca.com/lessons/15828/lesson_steps/6</p>	<p>Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p>https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</p> <p>NEW WORDING</p> <p>Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.</p>

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	NEW WORDING	
	(10)(B)(xxii) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts; Activity	Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."
Add Row (+)	Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."	https://learn.thinkcerca.com/lessons/20062/lesson_steps/6
Remove Row (-)	https://texas.thinkcerca.com/lessons/15828/lesson_steps/6	NEW WORDING Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.
	NEW WORDING	
	(10)(B)(xxiii) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details; Activity	Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."
Add Row (+)	Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."	https://learn.thinkcerca.com/lessons/20062/lesson_steps/6
Remove Row (-)	https://texas.thinkcerca.com/lessons/15828/lesson_steps/6	NEW WORDING Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.
	NEW WORDING	
	(10)(B)(xxiv) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific examples; Activity	Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."
Add Row (+)	Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."	https://learn.thinkcerca.com/lessons/20062/lesson_steps/6
Remove Row (-)	https://texas.thinkcerca.com/lessons/15828/lesson_steps/6	NEW WORDING Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.
	NEW WORDING	
	(11)(C)(i) compose multi-paragraph argumentative texts using genre characteristics; Activity	Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."</p> <p>https://texas.thinkcerca.com/lessons/15828/lesson_steps/6</p> <p>NEW WORDING</p>	<p>"Need help getting started."</p> <p>https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</p> <p>NEW WORDING Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>(11)(C)(ii) compose multi-paragraph argumentative texts using craft; Activity</p> <p>Citation: Uniform or Dress Codes: There's a Difference (Applied Lesson). See directions for prompt. Click "Need Help for Getting Started."</p> <p>https://texas.thinkcerca.com/lessons/15828/lesson_steps/6</p> <p>NEW WORDING</p>	<p>Citation: Uniform or Dress Code: There's a Difference (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p>https://learn.thinkcerca.com/lessons/20062/lesson_steps/6</p> <p>NEW WORDING Reason for changing wording in instructional material: Better support for students to write on either side of a debatable question.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>(8)(F)(ii) analyze characteristics of digital texts; Activity</p> <p>Citation: Why Teens Should Be On Social Media (Applied Lessons) See directions for Step 3: Engage with the Text.</p> <p>https://texas.thinkcerca.com/teacher/library/lessons/16861</p> <p>NEW LESSON CITED Reason for changing citation: License to include selection in current lesson is expiring.</p>	<p>Citation: Uniform or Dress Code: There's a Difference (Writing Lesson) See directions for Step 3: Engage with the Text</p> <p>https://learn.thinkcerca.com/lessons/22185/lesson_steps/3</p> <p>NEW LESSON CITED Reason for citing this lesson: Lesson gives students the opportunity to practice skills in the TEKS. This lesson is not new to the product; it is merely a new citation. Lesson contains a well-written digital selection for students to analyze. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.</p>

The undersigned certifies that the materials included in this update request meet the applicable essential knowledge and skills, are free from factual errors, and comply with applicable accessibility and manufacturing standards. The undersigned further understands and agrees to supply the previous version of the state-adopted instructional material to school districts that choose to continue using the previous version during the duration of the original contract.

By completing the information below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Signature of Company Official

Laura Litton

Digitally signed by Laura Litton
Date: 2019.04.12 09:35:03 -05'00'

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Title

Director of Enablement

Date Signed

Apr 12, 2019

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Publishers that wish to make changes to currently adopted instructional materials are required to submit a written request to TEA.

All updates to content used to determine the Texas Essential Knowledge and Skills (TEKS) coverage must be approved by the State Board of Education (SBOE) prior to their introduction into the material. All updates that do not involve content used to determine TEKS coverage must be approved by TEA. With prior TEA approval, publishers may, at any time, make changes that do not affect the content, such as technical enhancements or improvements.

The request must be accompanied by an electronic sample of the updated content. An updated *Correlation to the TEKS and ELPS* will be required if the update involves content used to determine TEKS coverage in the initial review.

Please refer to 19 Texas Administrative Code §[66.75](#) for more information.

Please complete all required fields, and submit the form by clicking the Submit by Email button. Send the electronic sample and correlations, if required, to review.adoption@tea.texas.gov.

From	Laura Litton		Date	Apr 22, 2019									
Publisher	ThinkCERCA												
Subject Area	English Language Arts and Reading												
Grade Level(s) or Course(s)	8												
Proclamation Year	2019		Copyright Year	2019									
Does this update change content used to demonstrate TEKS or ELPS coverage?	Yes - TEKS												
Program Title	ThinkCERCA, Texas Edition, Grade 8												
Program ISBN	9	7	8	0	9	9	9	8	5	6	1	7	8
Component Title	ThinkCERCA, Texas Edition, Grade 8 Teacher Edition Digital Courseware												
Component ISBN	9	7	8	0	9	9	9	8	5	6	1	2	3

Provide a brief description of the proposed changes.

We will be retiring our original lessons cited for TEKS coverage because we are no longer licensing the software engine that was used for these lessons. We are replacing the lessons with updated lessons, using new software and a new design. The updated lessons cover the same concepts as the original, although the lessons are not identical. We would like to change our citations for TEKS coverage to cite the updated lessons.

Skills Lessons are interactive lessons that provide grade-level instruction and practice in critical literacy skills. These lessons

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give students the opportunity to dynamically engage with texts by highlighting and annotating and include scaffolded checks and graded assessments for measuring understanding.

All Skills Lessons are discrete, differentiated for grades 3-12, and aligned to TEKS. They can be used as both an introduction to new material or as a platform to practice and sharpen skills that have been previously taught. Skills lessons are especially effective when assigned in tandem with Writing Lessons geared toward each student's personal growth focus.

Provide a side-by-side comparison between currently adopted content and proposed updated content. Include as much detail as possible.

	Currently Adopted Content	Proposed Update
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; width: fit-content;">Remove Row (-)</div>	10(B)(xiv) - Narrative - Organizing and Presenting Reasons (skill lesson). 4 clicks ("What are some general rules when choosing the reasoning?") https://texas.thinkcerca.com/teacher/library/lessons/17464	Selecting and Arranging Reasons (Skill Lesson), "Supporting your reasons with evidence" https://learn.thinkcerca.com/teacher/skill_lessons/22653?step=Ng%3D%3D
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; width: fit-content;">Remove Row (-)</div>	10(C)(i) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 11 clicks ("How do writers revise for clarity?"), 12 clicks https://texas.thinkcerca.com/teacher/library/lessons/18395	Revising for Clarity, Development, and Organization (Skill Lesson), "Select the three sentences that should be revised for clarity." and click forward once for "Which revision makes the ideas more clear?" https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=MTc%3D
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; width: fit-content;">Remove Row (-)</div>	10(C)(i) - Narrative - Revising for Clarity, Development, and Organization (skill lesson). 4 clicks ("What is revision?"), 8 clicks https://texas.thinkcerca.com/teacher/library/lessons/18395	Revising for Clarity, Development, and Organization (Skill Lesson), "You can revise your writing to improve clarity." and click forward once for "You may need to remove words and sentences to improve clarity." https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=MTQ%3D
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; width: fit-content;">Remove Row (-)</div>	10(C)(ii) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 14 clicks ("How does revising improve the development clarity of writing?"), 16-17 clicks https://texas.thinkcerca.com/teacher/library/lessons/18395	Revising for Clarity, Development, and Organization (Skill Lesson), "Identify characteristics of a passage with well-developed ideas." and click forward once for "Which option best develops this idea: Senior citizens are important to families in a community." https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=MTI%3D

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(ii) - Narrative - Revising for Clarity, Development, and Organization (skill lesson). 4 clicks ("What is revision?"), 15 clicks https://texas.thinkcerca.com/teacher/library/lessons/18395</p>	<p>Revising for Clarity, Development, and Organization (Skill Lesson), "You can revise your writing to improve the development of your ideas." and click forward once for "This example shows how to revise for idea development." https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=MTA%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(iii) - Activity - Revising for Clarity, Development, and Organization (skill lesson). 18 clicks ("How does revising help a writer to organize ideas?"), 19 clicks, 21 clicks https://texas.thinkcerca.com/teacher/library/lessons/18395</p>	<p>Revising for Clarity, Development, and Organization (Skill Lesson), "What makes this a well-organized passage?" and click forward once for "Which revision puts the text in the most logical order?" https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=OA%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(iii) - Narrative - Revising for Clarity, Development, and Organization (skill lesson). 4 clicks ("What is revision?"), 13 clicks https://texas.thinkcerca.com/teacher/library/lessons/18395</p>	<p>Revising for Clarity, Development, and Organization (Skill Lesson), "You can revise the organization of your writing." and click forward once for "This example shows how to revise writing to improve organization." https://learn.thinkcerca.com/teacher/skill_lessons/22826?step=Ng%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(iv) - Activity - Revising for Style and Word Choice (skill lesson). 14 clicks ("Which words or phrases should the writer revise because they are inconsistent with the formal style of the passage?"), 15 clicks https://texas.thinkcerca.com/teacher/library/lessons/18359</p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "Choose the phrases that maintain an informal, entertaining narrative style." and click forward once for "Select 2 sentences that do not maintain the formal style and neutral tone." https://learn.thinkcerca.com/teacher/skill_lessons/22759?step=OQ%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(iv) - Narrative - Revising for Style and Word Choice (skill lesson). 4 clicks ("What is revision?"), 12 clicks https://texas.thinkcerca.com/teacher/library/lessons/18359</p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "You can revise your word choice to fit your audience." and click forward once for "You can revise your word choice to fit your purpose." and click forward once for "Revised text from formal to informal narrative that entertains." https://learn.thinkcerca.com/teacher/skill_lessons/22759?step=Ng%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(v) - Activity - Revising for Style and Word Choice (skill lesson).8 clicks ("Which word best replaces the underlined word to precisely convey the idea?"), 9 clicks, 11 clicks https://texas.thinkcerca.com/teacher/library/lessons/18359</p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "How can you revise your writing to make your words clear and precise?" and click forward once for "Which revision creates a mood of frustration?" https://learn.thinkcerca.com/teacher/skill_lessons/22759?step=MTg%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(v) - Narrative - Revising for Style and Word Choice (skill lesson). 4 clicks ("What is revision?"), 6 clicks, https://texas.thinkcerca.com/teacher/library/lessons/18359</p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "You can revise your words to make them clear and precise." and click forward once for "You can revise your words to convey a specific feeling to your audience." https://learn.thinkcerca.com/teacher/skill_lessons/22759?step=MTU%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(C)(vi) - Narrative - Revising for Style and Word Choice (skill lesson). 4 clicks ("What is revision?"), 16 clicks https://texas.thinkcerca.com/teacher/library/lessons/18359</p>	<p>Maintaining Style and Revisions for Word Choice (Skill Lesson), "You can revise your sentences to improve your writing." and click forward once for "Revised text with sentences of varied lengths that enhance meaning. " https://learn.thinkcerca.com/teacher/skill_lessons/22759?step=MTE%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(i) - Activity - Subject Verb Agreement in Complex Sentences (skill lesson). 7 clicks ("Which sentence should be revised?"), 15 clicks https://texas.thinkcerca.com/teacher/library/lessons/18339</p>	<p>Sentence Errors Sentence Errors (Skill Lesson), "Is the subject-verb agreement correct or incorrect in the following examples?"</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(i) - Narrative - Subject Verb Agreement in Complex Sentences (skill lesson). 4 clicks ("What is subject-verb agreement?"), 13 clicks, 21 clicks https://texas.thinkcerca.com/teacher/library/lessons/18339</p>	<p>Sentence Errors (Skill Lesson), "You should make sure your subject and verb agree." https://learn.thinkcerca.com/teacher/skill_lessons/22717?step=NQ%3D%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(ii) - Narrative - Sentence Errors (skill lesson). 15 clicks ("What is a comma splice?") https://texas.thinkcerca.com/teacher/library/lessons/18337</p>	<p>Sentence Errors (Skill Lesson), "One type of run-on sentence is called a comma splice." and click forward once for "This example shows how to divide a comma splice into two sentences." https://learn.thinkcerca.com/teacher/skill_lessons/22717?step=MTc%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(ii) - Activity - Sentence Errors (skill lesson). 17 clicks ("How does a writer choose the correct conjunction to connect two complete thoughts within a sentence?"), 19 clicks, 21 clicks https://texas.thinkcerca.com/teacher/library/lessons/18337</p>	<p>Sentence Errors (Skill Lesson), "Which of the following is a comma splice?" and click forward once for "Which of the following are correct strategies for revising a comma splice?" https://learn.thinkcerca.com/teacher/skill_lessons/22717?step=MjM%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(iv) - Activity - Sentence Errors (skill lesson). 7 clicks ("How do writers revise a fragment to make a complete sentence?") https://texas.thinkcerca.com/teacher/library/lessons/18337</p>	<p>Sentence Errors (Skill Lesson), "Which of the following is a sentence fragment?" and click forward once for "Are the following statements true or false?" https://learn.thinkcerca.com/teacher/skill_lessons/22717?step=MTA%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(iv) - Narrative - Sentence Errors (skill lesson). 4 clicks ("What are fragments?") https://texas.thinkcerca.com/teacher/library/lessons/18337</p>	<p>Sentence Errors (Skill Lesson), "You should use complete sentences." and click forward once for "You can revise a fragment by adding the missing subject or predicate." https://learn.thinkcerca.com/teacher/skill_lessons/22717?step=OA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(x) - Narrative - "Subject Verb Agreement in Complex Sentences (skill lesson). 9 clicks ("Do prepositional phrases change subject-verb agreement?"), 21 clicks " https://texas.thinkcerca.com/teacher/library/lessons/18339</p>	<p>Sentence Errors (Skill Lesson), "When a prepositional phrase comes between the subject and the verb, the verb should agree with the true subject." https://learn.thinkcerca.com/teacher/skill_lessons/22883?step=MjQ%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xv) - Narrative - Punctuation (skill lesson). 12 clicks ("How is a semicolon used?") https://texas.thinkcerca.com/teacher/library/lessons/18327</p>	<p>Punctuation: Periods, Colons, and Semicolons (Skill Lesson), "Punctuation provides clues to the readers." and click forward once for "Types of sentences" https://learn.thinkcerca.com/teacher/skill_lessons/22881?step=Mg%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xv) - Activity - Punctuation (skill lesson). 14 clicks ("When should a writer not use a semicolon to link two independent clauses?"), 15 clicks https://texas.thinkcerca.com/teacher/library/lessons/18327</p>	<p>Punctuation: Periods, Colons, and Semicolons (Skill Lesson), "Which sentence is punctuated correctly?" and click forward once for "Which sentence is punctuated correctly?" https://learn.thinkcerca.com/teacher/skill_lessons/22881?step=OQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xvi) - Activity - Punctuation (skill lesson). 19 clicks ("Which word in each sentence below should be followed by a colon?") https://texas.thinkcerca.com/teacher/library/lessons/18327</p>	<p>Punctuation: Periods, Colons, and Semicolons (Skill Lesson), "What was a colon used to introduce?" and click forward once for "What was a colon used to introduce?" https://learn.thinkcerca.com/teacher/skill_lessons/22881?step=MTM%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>10(D)(xvi) - Narrative - Punctuation (skill lesson). 16 clicks ("How is a colon used?") https://texas.thinkcerca.com/teacher/library/lessons/18327</p>	<p>Punctuation: Periods, Colons, and Semicolons (Skill Lesson), "When should you use a colon?" and click forward once for "Examples using a colon" https://learn.thinkcerca.com/teacher/skill_lessons/22881?step=MTE%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>11(A)(i) - Narrative - Characteristics of Literary Genres (skill lesson). 6 clicks ("What is realistic fiction?"), 10 clicks, 14 clicks https://texas.thinkcerca.com/teacher/library/lessons/18323</p>	<p>Types of Narrative Writing (Skill Lesson), "Some types of fictional narratives are not meant to seem real." and click forward once for "Fictional narratives may focus on futuristic science." https://learn.thinkcerca.com/teacher/skill_lessons/22559?step=MTA%3D</p>

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<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>11(A)(ii) - Narrative - Using Author's Crafts (skill lesson). 4 clicks ("What is suspense?"), 8 clicks, 12 clicks, 16 clicks https://texas.thinkcerca.com/teacher/library/lessons/18379</p>	<p>Irony and Suspense (Skill Lesson), "You can create interest, excitement, and humor for readers of your narrative." and click forward once for "You can use suspense to make stories interesting." https://learn.thinkcerca.com/teacher/skill_lessons/22655?step=Mg%3D%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>11(C)(i) - Narrative - Organizing Arguments (skill lesson). 4 clicks ("What is one way to organize an argument?"), 5-8 clicks, 10 clicks https://texas.thinkcerca.com/teacher/library/lessons/17553?tab=details</p>	<p>Organizing Arguments (Skill Lesson), "How can you organize the body of your argument?" and click forward once for "A well-organized body" https://learn.thinkcerca.com/teacher/skill_lessons/22572?step=Ng%3D%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>11(C)(ii) - Narrative - Rhetorical Devices (skill lesson). 6 clicks ("Why is good reasoning important?"), 9 clicks, 13 clicks, 19 clicks https://texas.thinkcerca.com/teacher/library/lessons/18333</p>	<p>Rhetorical Devices (Skill Lesson), "Make comparisons to help readers understand your reasoning." https://learn.thinkcerca.com/teacher/skill_lessons/22829?step=OQ%3D%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>12(B)(i) - Narrative - Developing and Revising a Research Plan (skill lesson.) 9 clicks ("Why does a research plan include deadlines?"), 15 clicks https://texas.thinkcerca.com/teacher/library/lessons/18405?tab=details</p>	<p>Developing and Revising a Research Plan (Skill Lesson), "Draft a focused research plan." and click forward once for "How to draft a focused research plan" https://learn.thinkcerca.com/teacher/skill_lessons/22711?step=OQ%3D%3D</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>12(B)(ii) - Narrative - Developing and Revising a Research Plan (skill lesson.) 15 clicks ("How do writers draft and revise their research plans?") https://texas.thinkcerca.com/teacher/library/lessons/18405?tab=details</p>	<p>Developing and Revising a Research Plan (Skill Lesson), "Revise your research plan as you work." https://learn.thinkcerca.com/teacher/skill_lessons/22711?step=MTE%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>12(C)(i) - Narrative - Developing and Revising a Research Plan (skill lesson.) 19 clicks ("How do writers refine their research questions?") https://texas.thinkcerca.com/teacher/library/lessons/18405?tab=details</p>	<p>Developing and Revising a Research Plan (Skill Lesson), "Refine your research question as you work." and click forward once for "How to refine a research question" https://learn.thinkcerca.com/teacher/skill_lessons/22711?step=MTQ%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>12(G)(i) - Narrative - Paraphrasing and Summarizing (skill lesson). 4 clicks ("How do writers paraphrase?"), 16 clicks https://texas.thinkcerca.com/teacher/library/lessons/18431</p>	<p>Summarizing Informational Texts (Skill Lesson), "You can avoid plagiarism by summarizing with your own words." https://learn.thinkcerca.com/teacher/skill_lessons/22760?step=MTA%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>12(H)(iv) - Narrative - Rhetorical Devices (skill lesson), click 13, 18 https://texas.thinkcerca.com/teacher/library/lessons/18333</p>	<p>"Rhetorical Devices (Skill Lesson), ""You should avoid errors in your reasoning."" and click forward once for ""There are specific types of logical fallacies."" " https://learn.thinkcerca.com/teacher/skill_lessons/22829?step=MTM%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>2(A)(iv) - Activity - Using a Dictionary (Skills and Concepts), click 17 times ("What Is Word Origin?") https://texas.thinkcerca.com/teacher/library/lessons/18401</p>	<p>Using Reference Materials (Skill Lesson), "Select the part of the dictionary entry that contains the word's origin." https://learn.thinkcerca.com/teacher/skill_lessons/22678?step=OA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>2(C)(ii) - Activity - Word Meanings with Greek and Latin Roots (Skills and Concepts), 8-12 clicks ("How can prefixes and suffixes change a root's meaning?" + following), 14-15 clicks ("How are words formed from Latin prefixes and roots?" + following), 18-20 clicks ("How can Latin roots be used to understand unfamiliar words?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18373</p>	<p>Using Affixes and Greek and Latin Roots to Determine Meaning (Skill Lesson, "The root ast means "star." Has this root influenced the meaning of these words?") https://learn.thinkcerca.com/teacher/skill_lessons/22629?step=MTU%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>2(C)(iii) - Activity - Word Meanings with Greek and Latin Roots (Skills and Concepts), 7-10 clicks ("How can prefixes and suffixes change a root's meaning?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18373</p>	<p>Using Affixes and Greek and Latin Roots to Determine Meaning (Skill Lesson), "What is the Latin root meaning "go" in the word procedure?" https://learn.thinkcerca.com/teacher/skill_lessons/22629?step=MTA%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>2(C)(iv) - Activity - Word Meanings with Greek and Latin Roots (Skills and Concepts), 8-11 clicks ("How do common suffixes form nouns?" + following), 13 clicks ("How are words of Latin origin used in sentences?"), 16 clicks ("How can words of Latin origin be used in sentences?") https://texas.thinkcerca.com/teacher/library/lessons/18373</p>	<p>Using Affixes and Greek and Latin Roots to Determine Meaning (Skill Lesson, "The root ast means "star." Has this root influenced the meaning of these words?") https://learn.thinkcerca.com/teacher/skill_lessons/22629?step=MTU%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>3[A](i) - Narrative - The Reading Process: Active Reading (Skills and Concepts), 21 clicks ("What do readers use to determine the best way to read a text?") https://texas.thinkcerca.com/teacher/library/lessons/18400</p>	<p>The Reading Process: Active Reading (Skill Lesson), "You should adjust how you read based on your purpose." https://learn.thinkcerca.com/teacher/skill_lessons/22602?step=MTM%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(B)(iii) - Narrative - The Reading Process: Active Reading (Skills and Concepts), 18 clicks ("How do active reading strategies help readers understand the key ideas in a text?") https://texas.thinkcerca.com/teacher/library/lessons/18400</p>	<p>The Reading Process: Active Reading (Skill Lesson), "You can ask yourself questions about the text." https://learn.thinkcerca.com/teacher/skill_lessons/22602?step=OA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>5(E)(ii) - Narrative - The Reading Process: Making Connections (Skills and Concepts), 13 clicks ("What connections can readers make to texts?") https://texas.thinkcerca.com/teacher/library/lessons/18330</p>	<p>The Reading Process: Making Connections (Skill Lesson), "You can connect a text to another text you've read." https://learn.thinkcerca.com/teacher/skill_lessons/22779?step=MTE%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>6(D)(ii) - Activity - Paraphrasing and Summarizing (Skills and Concepts), 6-7 clicks ("Which paraphrase is the better example?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18431</p>	<p>Summarizing Informational Texts (Skill Lesson), "Select the correct word or phrase to complete these sentences." and click forward once for "Which example paraphrases correctly?" https://learn.thinkcerca.com/teacher/skill_lessons/22760?step=MTg%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>6(D)(ii) - Narrative - Paraphrasing and Summarizing (Skills and Concepts), 4 clicks ("How do writers paraphrase?") and 16 clicks ("What makes a strong summary or paraphrase?") https://texas.thinkcerca.com/teacher/library/lessons/18431</p>	<p>Summarizing Informational Texts (Skill Lesson), "You can retell certain parts of a text." https://learn.thinkcerca.com/teacher/skill_lessons/22760?step=MTQ%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>6(D)(iii) - Activity - Paraphrasing and Summarizing (Skills and Concepts), clicks 10-11 ("Which summary is the better example?" + following), 18-19 clicks ("How is this text best summarized?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18431</p>	<p>Summarizing Informational Texts (Skill Lesson), "Which statement about summaries is true?" and click forward once for "Which is the best summary?" https://learn.thinkcerca.com/teacher/skill_lessons/22760?step=OA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(i) - Activity - Conflict and Characters (Skills and Concepts), 10-12 clicks ("How do character's actions influence a story's events?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18411</p>	<p>Conflict and Character (Skill Lesson), "Select the sentence that reveals James' motivations for watching the events at the house." https://learn.thinkcerca.com/teacher/skill_lessons/22611?step=MTA%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(ii) - Narrative - Conflict and Characters (Skills and Concepts), 4 clicks ("What are a character's qualities and motivations?"), 9 clicks ("How do characters' qualities and motivations influence a story's plot?") https://texas.thinkcerca.com/teacher/library/lessons/18411</p>	<p>Conflict and Character (Skill Lesson), "Characters may resolve the main conflict in the story." https://learn.thinkcerca.com/teacher/skill_lessons/22611?step=MTQ%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(ii) - Activity - Conflict and Characters (Skills and Concepts), 17-21 clicks ("What is the main conflict?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18411</p>	<p>Conflict and Character (Skill Lesson), "Select the sentence that reveals James' motivations for watching the events at the house." https://learn.thinkcerca.com/teacher/skill_lessons/22611?step=MTA%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(iii) - Activity - Conflict and Characters (Skills and Concepts), 14-15 clicks ("How does dialogue influence a character's actions?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18411</p>	<p>Conflict and Character (Skill Lesson), "Select the sentence that reveals an unexpected conflict caused by a character." https://learn.thinkcerca.com/teacher/skill_lessons/22611?step=MTU%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(iv) - Narrative - Conflict and Characters (Skills and Concepts), 13 clicks ("How do characters' words and actions influence a story's plot?") https://texas.thinkcerca.com/teacher/library/lessons/18411</p>	<p>Conflict and Character Conflict and Character (Skill Lesson), "Characters may resolve the main conflict in the story."</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(B)(iv) - Activity - Conflict and Characters (Skills and Concepts), 17-20 clicks ("What is the main conflict?" + following) https://texas.thinkcerca.com/teacher/library/lessons/18411</p>	<p>Conflict and Character (Skill Lesson), "How did the characters resolve the conflict?" https://learn.thinkcerca.com/teacher/skill_lessons/22611?step=MTY%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(C)(ii) - Activity - Plot Development in Narratives (Skills and Concepts), 10 clicks ("Are the plots linear or nonlinear?") https://texas.thinkcerca.com/teacher/library/lessons/18301</p>	<p>Time as a Storytelling Tool (Skill Lesson), "Complete the passage about ways to use time as a storytelling tool." and click forward once for "Does the language used by the writer indicate a linear or nonlinear storyline?" https://learn.thinkcerca.com/teacher/skill_lessons/22613?step=NQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(i) - Activity - Setting, Story Events, and Narrative Structure (Skills and Concepts), 21 clicks ("What aspect of setting is being described in the story examples?") https://texas.thinkcerca.com/teacher/library/lessons/18419</p>	<p>Setting in Narrative Writing (Skill Lesson), "How does the culture of the setting influence this story?" and click forward once for "Select three instances of culture influencing the setting of the following scene." https://learn.thinkcerca.com/teacher/skill_lessons/22616?step=Nw%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(i) - Narrative - Setting, Story Events, and Narrative Structure (Skills and Concepts), 19 clicks ("How does a story's setting influence plot and character development?") https://texas.thinkcerca.com/teacher/library/lessons/18419</p>	<p>Setting in Narrative Writing (Skill Lesson), "The culture of your setting can affect characters and events." https://learn.thinkcerca.com/teacher/skill_lessons/22616?step=Ng%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(ii) - Activity - Setting, Story Events, and Narrative Structure (Skills and Concepts), 20 clicks ("Which elements of setting are being described?") https://texas.thinkcerca.com/teacher/library/lessons/18419</p>	<p>Setting in Narrative Writing (Skill Lesson), "How does the culture of the setting influence this story?" and click forward once for "Select three instances of culture influencing the setting of the following scene." https://learn.thinkcerca.com/teacher/skill_lessons/22616?step=Nw%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>7(D)(ii) - Narrative - Setting, Story Events, and Narrative Structure (Skills and Concepts), 19 clicks ("How does a story's setting influence plot and character development?") https://texas.thinkcerca.com/teacher/library/lessons/18419</p>	<p>Setting in Narrative Writing (Skill Lesson), "The culture of your setting can affect characters and events." https://learn.thinkcerca.com/teacher/skill_lessons/22616?step=Ng%3D%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(C)(i) - Narrative - Developing Dramatic Action Through Acts and Scenes (skill lesson). 8 clicks ("What are acts in drama?"), 11 clicks ("Why do playwrights use acts?") https://texas.thinkcerca.com/teacher/library/lessons/18360</p>	<p>Structural Development Across Literary Genres (Skill Lesson), "Scenes can provide structure to dramas." and click forward once for "This passage shows an example of the beginning of a scene." https://learn.thinkcerca.com/teacher/skill_lessons/22867?step=MTE%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(C)(i) - Activity - Developing Dramatic Action Through Acts and Scenes (skill lesson). 12 clicks ("What do acts accomplish in a play?") 13 clicks, and 20-22 clicks. https://texas.thinkcerca.com/teacher/library/lessons/18360</p>	<p>Structural Development Across Literary Genres (Skill Lesson), "Select the words that best complete the paragraph." and click forward once for "How do the acts of the play organize the action?" https://learn.thinkcerca.com/teacher/skill_lessons/22867?step=MTc%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(C)(ii) - Narrative - Developing Dramatic Action Through Acts and Scenes (skill lesson). 4 clicks ("What are scenes in drama?"), 10 clicks ("How do playwrights use scenes to develop the plot?") https://texas.thinkcerca.com/teacher/library/lessons/18360</p>	<p>Structural Development Across Literary Genres (Skill Lesson), "Acts can also provide structure to dramas." and click forward once for "This example shows how a play is organized into acts." https://learn.thinkcerca.com/teacher/skill_lessons/22867?step=MTU%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(C)(ii) - Activity - Developing Dramatic Action Through Acts and Scenes (skill lesson). 5 clicks ("What are scenes in plays?"), 6 clicks, 15-16 clicks, 19 clicks https://texas.thinkcerca.com/teacher/library/lessons/18360</p>	<p>Structural Development Across Literary Genres (Skill Lesson), "What is the function of the scene?" https://learn.thinkcerca.com/teacher/skill_lessons/22867?step=MTQ%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(i) - Narrative - The Thesis Statement in Informational Text (skill lesson). 4 clicks ("How do writers introduce informational texts?"), 8 clicks, 20 clicks https://texas.thinkcerca.com/teacher/library/lessons/18363</p>	<p>The Thesis Statement (Skill Lesson), "How to Write a Thesis Statement" and click forward 3 times for "Support your thesis statement with evidence." https://learn.thinkcerca.com/teacher/skill_lessons/22840?step=Ng%3D%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(iii) - Narrative - Organizational Patterns in Informational Texts (skill lesson). 4 clicks ("What is an organizational pattern?"), 6-8 clicks ("What is the definition organizational pattern?"), 20 clicks https://texas.thinkcerca.com/teacher/library/lessons/18352</p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "What are organizational patterns?" and click forward once for "Why do writers use organizational patterns?" https://learn.thinkcerca.com/teacher/skill_lessons/22747?step=Mg%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(D)(iii) - Activity - Organizational Patterns in Informational Texts (skill lesson). 12 clicks ("How do writers signal to readers the organizational pattern they are using in a text?"), 13-19 clicks, 21-23 clicks https://texas.thinkcerca.com/teacher/library/lessons/18352</p>	<p>Organizational Patterns in Informative Writing (Skill Lesson), "What statement explains the purpose of an organizational pattern?" and click forward once for "Select the correct words to complete this passage on organizational patterns." https://learn.thinkcerca.com/teacher/skill_lessons/22747?step=NA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(i) - Narrative - Claims (skill lesson). 4 clicks ("What is a claim?"), 8 clicks ("A claim should be arguable and not just state a fact, opinion, or definition") https://texas.thinkcerca.com/teacher/library/lessons/17609</p>	<p>Claims in Arguments (Skill Lesson), "What is a claim?" and click forward once for "An example of a claim" https://learn.thinkcerca.com/teacher/skill_lessons/22753?step=Mg%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(ii) - Activity - Organizing Arguments (skill lesson). 9 clicks ("Read both versions of the paragraph. What impact does the second format have?"), 16-19 clicks https://texas.thinkcerca.com/teacher/library/lessons/17553</p>	<p>Organizing Arguments (Skill Lesson), "Highlight the two reasons the writer uses to support the claim." https://learn.thinkcerca.com/teacher/skill_lessons/22572?step=OA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(ii) - Narrative - Organizing Arguments (skill lesson). 4 clicks ("What is one way to organize an argument?"), 5-8 clicks, 10 clicks https://texas.thinkcerca.com/teacher/library/lessons/17553</p>	<p>Organizing Arguments (Skill Lesson), "How are arguments organized?" and click forward once for "A well-organized argument" https://learn.thinkcerca.com/teacher/skill_lessons/22572?step=Mg%3D%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(iv) - Narrative - Alternate Viewpoints and Counterargument (skill lesson). 11 clicks ("Why do writers include counterarguments?") https://texas.thinkcerca.com/teacher/library/lessons/18384</p>	<p>Counterarguments (Skill Lesson), "What is a counterargument?" and click forward once to "You can include a counterargument to strengthen your argument." https://learn.thinkcerca.com/teacher/skill_lessons/22596?step=Mg%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(iv) - Activity - Alternate Viewpoints and Counterargument (skill lesson). 12 clicks ("How does a counterargument strengthen an argument?"), 13-14 clicks, 22 clicks https://texas.thinkcerca.com/teacher/library/lessons/18384</p>	<p>Counterarguments (Skill Lesson), "Which statements about counterarguments are true?" and click forward once for "Complete the description of a counterargument." https://learn.thinkcerca.com/teacher/skill_lessons/22596?step=Ng%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(v) - Activity - Audience (skill lesson). 5 clicks ("What is an audience?"), 7-8 clicks, 10-11 clicks, 13-15 clicks, 17-18 clicks https://texas.thinkcerca.com/teacher/library/lessons/18391</p>	<p>Audience (Skill Lesson), "Determine which audience would most likely care about each argument." and click forward once for "Highlight the two sentences that best reveal the argument is written for an audience of teens." https://learn.thinkcerca.com/teacher/skill_lessons/22583?step=NA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(vii) - Narrative - Why We Write Arguments (skill lesson). 11 clicks ("What makes an argument effective?") https://texas.thinkcerca.com/teacher/library/lessons/17513</p>	<p>Purpose of Arguments (Skill Lesson), "What is an argument?" and click forward once for "Here is an example of an argument." https://learn.thinkcerca.com/teacher/skill_lessons/22632?step=Mg%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(vii) - Activity - Why We Write Arguments (skill lesson). 12 clicks, ("Effective arguments contain claims."), 13-14 clicks https://texas.thinkcerca.com/teacher/library/lessons/17513</p>	<p>Purpose of Arguments (Skill Lesson), "Where would this argument most likely be used?" and click forward once for "Where would these claims most likely be used?" https://learn.thinkcerca.com/teacher/skill_lessons/22632?step=MTE%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>8(E)(x) - Activity - Audience (skill lesson). 8 clicks ("Which audience did the writer most likely not consider when creating their argument?"), 20-21 clicks https://texas.thinkcerca.com/teacher/library/lessons/18391</p>	<p>Audience (Skill Lesson), "Determine which audience would most likely care about each argument." and click forward once for "Highlight the two sentences that best reveal the argument is written for an audience of teens." https://learn.thinkcerca.com/teacher/skill_lessons/22583?step=NA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(A)(ii) - Narrative - The Purpose of Narratives (skill lesson). 19 clicks ("What are themes in narrative writing?"), 21 clicks https://texas.thinkcerca.com/teacher/library/lessons/17508</p>	<p>The Purpose of Narrative Writing (Skill Lesson), "You can use narrative writing to send a message." https://learn.thinkcerca.com/teacher/skill_lessons/22808?step=MTY%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(E)(ii) - Activity - Using Author's Crafts (skills lesson). 6 clicks ("Which scenario is an example of suspense?"), 7 clicks, 9-11 clicks, 13-15 clicks, 18-20 clicks, 22 clicks https://texas.thinkcerca.com/teacher/library/lessons/18379</p>	<p>Irony and Suspense (Skill Lesson), "Which example uses dramatic irony?" and click forward once for "Highlight two examples of dramatic irony in the story." https://learn.thinkcerca.com/teacher/skill_lessons/22655?step=MTA%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(E)(ii) - Narrative - Using Author's Crafts (skills lesson). 4 clicks ("What is suspense?"), 8 clicks, 12 clicks, 16 clicks https://texas.thinkcerca.com/teacher/library/lessons/18379</p>	<p>Irony and Suspense (Skill Lesson), "You can use irony to surprise and amuse readers." and click forward once for "You can give readers information your characters do not know." https://learn.thinkcerca.com/teacher/skill_lessons/22655?step=Nw%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(E)(iv) - Activity - Using Author's Crafts (skills lesson). 17 clicks ("Why would a writer include verbal irony in a narrative?"), 21 clicks https://texas.thinkcerca.com/teacher/library/lessons/18379</p>	<p>Irony and Suspense (Skill Lesson), "Which example uses dramatic irony?" and click forward once for "Highlight two examples of dramatic irony in the story." https://learn.thinkcerca.com/teacher/skill_lessons/22655?step=MTA%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(E)(iv) - Narrative - Using Author's Crafts (skills lesson). Click 8 times ("What Is Dramatic Irony?"), 12 times (situational irony), 16 times (verbal irony) https://texas.thinkcerca.com/teacher/library/lessons/18379</p>	<p>Irony and Suspense (Skill Lesson), "You can use irony to surprise and amuse readers." and click forward once for "You can give readers information your characters do not know." https://learn.thinkcerca.com/teacher/skill_lessons/22655?step=Nw%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(i) - Activity - Word Choice (skills lesson). 7 clicks ("How does word choice develop mood?"), 8 clicks https://texas.thinkcerca.com/teacher/library/lessons/18347</p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Select three phrases that help create a mood of annoyance." and click forward once for "Which sentence conveys a romantic mood?" https://learn.thinkcerca.com/teacher/skill_lessons/22750?step=OA%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(i) - Narrative - Word Choice (skills lesson). 5 clicks ("How does word choice impact mood?") https://texas.thinkcerca.com/teacher/library/lessons/18347</p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "You can look for specific techniques that convey mood." and click forward once for "Word choice and mood" https://learn.thinkcerca.com/teacher/skill_lessons/22750?step=Ng%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(ii) - Activity - Word Choice (skills lesson). 11 clicks ("How does word choice shape voice?"), 12 clicks, 14-15 clicks https://texas.thinkcerca.com/teacher/library/lessons/18347</p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Which statement best describes the author's voice?" and click forward once for "Select two examples of specific verbs that develop the author's voice." https://learn.thinkcerca.com/teacher/skill_lessons/22750?step=MTM%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(ii) - Narrative - Word Choice (skills lesson). 10 clicks ("How does word choice impact voice?") https://texas.thinkcerca.com/teacher/library/lessons/18347</p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Word choice reveals information about the author." and click forward once for "Authors develop a voice that fits the purpose and audience." https://learn.thinkcerca.com/teacher/skill_lessons/22750?step=MTA%3D</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(F)(iii) - Activity - Word Choice (skills lesson). 18 clicks ("How is the writer's tone shaped by word choice?"), 19-22 clicks https://texas.thinkcerca.com/teacher/library/lessons/18347</p>	<p>Impact of Word Choice in Literary Texts (Skill Lesson), "Choose whether the author's tone is one of acceptance or persuasion." and click forward once for "Select two examples of analogies that develop the author's nervous tone." https://learn.thinkcerca.com/teacher/skill_lessons/22750?step=MTc%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(G)(i) - Narrative - Rhetorical Devices (skills lesson). 9 clicks ("Why do writers use rhetorical devices?"), 19 clicks https://texas.thinkcerca.com/teacher/library/lessons/18333</p>	<p>Rhetorical Devices (Skill Lesson), "Make comparisons to help readers understand your reasoning." https://learn.thinkcerca.com/teacher/skill_lessons/22829?step=OQ%3D%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(G)(i) - Activity - Rhetorical Devices (skills lesson). 10 clicks ("What are rhetorical devices?"), 11 clicks https://texas.thinkcerca.com/teacher/library/lessons/18333</p>	<p>Rhetorical Devices (Skill Lesson), "Why do writers use rhetorical devices?" https://learn.thinkcerca.com/teacher/skill_lessons/22829?step=MTE%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(G)(ii) - Activity - Rhetorical Devices (skills lesson). 17 clicks ("Why is the sentence a logical fallacy?") https://texas.thinkcerca.com/teacher/library/lessons/18333</p>	<p>Rhetorical Devices (Skill Lesson), "Choose the best words to complete the sentences." https://learn.thinkcerca.com/teacher/skill_lessons/22829?step=MTY%3D</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>9(G)(ii) - Narrative - Rhetorical Devices (skills lesson). 6 clicks ("Why is good reasoning important?"), 13 clicks ("Why do writers avoid logical fallacies?"), 19 clicks https://texas.thinkcerca.com/teacher/library/lessons/18333</p>	<p>Rhetorical Devices (Skill Lesson), "You should avoid errors in your reasoning." and click forward once for "There are specific types of logical fallacies." https://learn.thinkcerca.com/teacher/skill_lessons/22829?step=MTM%3D</p>

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The undersigned certifies that the materials included in this update request meet the applicable essential knowledge and skills, are free from factual errors, and comply with applicable accessibility and manufacturing standards. The undersigned further understands and agrees to supply the previous version of the state-adopted instructional material to school districts that choose to continue using the previous version during the duration of the original contract.

By completing the information below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Signature of Company Official	Laura Litton  Digitally signed by Laura Litton Date: 2019.04.22 14:55:53 -05'00'
Title	Director of Enablement
Date Signed	Apr 22, 2019

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Publishers that wish to make changes to currently adopted instructional materials are required to submit a written request to TEA.

All updates to content used to determine the Texas Essential Knowledge and Skills (TEKS) coverage must be approved by the State Board of Education (SBOE) prior to their introduction into the material. All updates that do not involve content used to determine TEKS coverage must be approved by TEA. With prior TEA approval, publishers may, at any time, make changes that do not affect the content, such as technical enhancements or improvements.

The request must be accompanied by an electronic sample of the updated content. An updated *Correlation to the TEKS and ELPS* will be required if the update involves content used to determine TEKS coverage in the initial review.

Please refer to 19 Texas Administrative Code §[66.75](#) for more information.

Please complete all required fields, and submit the form by clicking the Submit by Email button. Send the electronic sample and correlations, if required, to review.adoption@tea.texas.gov.

From	Laura Litton	Date	Apr 12, 2019										
Publisher	ThinkCERCA												
Subject Area	English Language Arts and Reading												
Grade Level(s) or Course(s)	8												
Proclamation Year	2019	Copyright Year	2019										
Does this update change content used to demonstrate TEKS or ELPS coverage?	Yes - TEKS												
Program Title	ThinkCERCA, Texas Edition, Grade 8 Digital Courseware												
Program ISBN	9	7	8	0	9	9	9	8	5	6	1	7	8
Component Title	ThinkCERCA, Texas Edition, Grade 8 Teacher Edition Digital Courseware												
Component ISBN	9	7	8	0	9	9	9	8	5	6	1	2	3

Provide a brief description of the proposed changes.

For some citations, we are proposing new citations because the license to include selections in currently cited lessons is expiring. Please see details below and the Addendum for 8th grade. Preview of new content is accessible using links provided below and login credentials texas_teacher@thinkcerca.com, password TexasThinkcerca. Screen shots of relevant material and full texts of selections in newly cited lessons are included in the Addendum for 8th grade.

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Provide a side-by-side comparison between currently adopted content and proposed updated content. Include as much detail as possible.

	Currently Adopted Content	Proposed Update
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Remove Row (-)</div>	<p>(10)(B)(vii) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific details (Activity)</p> <p>Citation: Can Machines Learn Morality? (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p>https://texas.thinkcerca.com/lessons/16884/lesson_steps/6</p> <p>NEW LESSON CITED Reason for changing citation: License for using selection in current lesson is expiring.</p>	<p>Citation: Disconnect: The Argument Over Cell Phones in Our Schools (Writing Lesson). See directions for prompt. Click "Need help getting started?"</p> <p>https://learn.thinkcerca.com/lessons/20653/lesson_steps/6</p> <p>NEW LESSON CITED Reason for citing this lesson: Writing prompt and instructional text give students the opportunity to practice writing skills in the TEKS. Lesson includes a well-written selection on an interesting topic to spur and support students' writing. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; text-align: center;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Remove Row (-)</div>	<p>(10)(B)(viii) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific examples (Activity)</p> <p>Citation: Can Machines Learn Morality? (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p>https://texas.thinkcerca.com/lessons/16884/lesson_steps/6</p> <p>NEW LESSON CITED Reason for changing citation: License for using selection in current lesson is expiring.</p>	<p>Citation: Disconnect: The Argument Over Cell Phones in Our Schools (Writing Lesson). See directions for prompt. Click "Need help getting started?"</p> <p>https://learn.thinkcerca.com/lessons/20653/lesson_steps/6</p> <p>NEW LESSON CITED Reason for citing this lesson: Writing prompt and instructional text give students the opportunity to practice writing skills in the TEKS. Lesson includes a well-written selection on an interesting topic to spur and support students' writing. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.</p>
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	<p>NEW LESSON CITED Reason for changing citation: License for using selection in current lesson is expiring.</p>	<p>instructional text give students the opportunity to practice writing skills in the TEKS. Lesson includes a well-written selection on an interesting topic to spur and support students' writing. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>(10)(B)(xv) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific details (Activity)</p> <p>Citation: Can Machines Learn Morality? (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p>https://texas.thinkcerca.com/lessons/16884/lesson_steps/6</p> <p>NEW LESSON CITED Reason for changing citation: License for using selection in current lesson is expiring.</p>	<p>Citation: Disconnect: The Argument Over Cell Phones in Our Schools (Writing Lesson). See directions for prompt. Click "Need help getting started?"</p> <p>https://learn.thinkcerca.com/lessons/20653/lesson_steps/6</p> <p>NEW LESSON CITED Reason for citing this lesson: Writing prompt and instructional text give students the opportunity to practice writing skills in the TEKS. Lesson includes a well-written selection on an interesting topic to spur and support students' writing. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.</p>
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	<p>(10)(B)(xxii) develop drafts into a coherent piece of writing by developing an engaging idea reflecting</p>	<p>Citation: Disconnect: The Argument Over Cell Phones in Our Schools (Writing Lesson). See directions for</p>

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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>depth of thought with specific facts (Activity)</p> <p>Citation: Can Machines Learn Morality? (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p>https://texas.thinkcerca.com/lessons/16884/lesson_steps/6</p> <p>NEW LESSON CITED Reason for changing citation: License for using selection in current lesson is expiring.</p>	<p>prompt. Click "Need help getting started?"</p> <p>https://learn.thinkcerca.com/lessons/20653/lesson_steps/6</p> <p>NEW LESSON CITED Reason for citing this lesson: Writing prompt and instructional text give students the opportunity to practice writing skills in the TEKS. Lesson includes a well-written selection on an interesting topic to spur and support students' writing. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.</p>
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<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>(6)(G)(ii) write about the explicit or implicit meanings of text (Activity)</p> <p>Citation: Bill Gates and Steve Jobs (Applied Lesson) Step 4: Summarize. See directions for prompt.</p> <p>https://texas.thinkcerca.com/lessons/16090/lesson_steps/4</p> <p>NEW LESSON CITED Reason for changing citation: License to include selection in current lesson is expiring.</p>	<p>Citation: This startup wants to end world hunger with solar-powered irrigation (Applied Lesson) Step 4: Summarize. See directions for prompt.</p> <p>https://learn.thinkcerca.com/lessons/22984/lesson_steps/4</p> <p>NEW LESSON CITED Reason for citing this lesson: Prompt and instructional text give students the opportunity to practice writing skills in the TEKS. Lesson includes a well-written selection on an interesting topic to spur and support students' writing. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>(6)(J)(i) defend or challenge the authors' claims using relevant text evidence (Activity)</p> <p>Citation: Words Can Hurt You (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p>https://texas.thinkcerca.com/lessons/16190/lesson_steps/6</p> <p>NEW LESSON CITED Reason for changing citation: License to include currently cited selection is expiring.</p>	<p>Citation: More Evidence That Soda Taxes Cut Soda Drinking (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p>https://learn.thinkcerca.com/lessons/20038/lesson_steps/6</p> <p>NEW LESSON CITED Reason for citing the proposed lesson: Writing prompt and instructional text give students opportunity to practice writing skills in the TEKS. Lesson includes a well-written selection on an interesting topic to spur and support students' writing. Selection has been through a rigorous editorial process, and Texas teachers have approved this selection.</p>
<p>Add Row (+)</p> <p>Remove Row (-)</p>	<p>(11)(C)(i) compose multi-paragraph argumentative texts using genre characteristics (Activity)</p> <p>Citation: The Age of Social Media (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p>https://texas.thinkcerca.com/lessons/15893/lesson_steps/6</p> <p>NEW LESSON CITED Reason for changing citation: License to include selection in current lesson is expiring.</p>	<p>Citation: Disconnect: The Argument Over Cell Phones in Our Schools (Writing Lesson). See directions for prompt: Click "Need help getting started"</p> <p>https://learn.thinkcerca.com/lessons/20653/lesson_steps/6</p> <p>NEW LESSON CITED Reason for citing this lesson: Writing prompt and support give students the opportunity to practice the writing skills in the TEKS. This lesson is not new to the product; it is merely a new citation. This</p>

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		<p>lesson is one of our most frequently used. Selection has been through a rigorous editorial process, and the selection has been approved by Texas teachers.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">Add Row (+)</div> <div style="border: 1px solid black; padding: 2px;">Remove Row (-)</div>	<p>(11)(C)(ii) compose multi-paragraph argumentative texts using craft (Activity)</p> <p>Citation: The Age of Social Media (Applied Lesson) See directions for prompt. Click "Need help getting started."</p> <p>https://texas.thinkcerca.com/lessons/15893/lesson_steps/6</p> <p>NEW LESSON CITED Reason for changing citation: License to include selection in current lesson is expiring.</p>	<p>Citation: Disconnect: The Argument Over Cell Phones in Our Schools (Writing Lesson). See directions for prompt: Click "Need help getting started" and scroll down to "Audience" and "Academic Language Models"</p> <p>https://learn.thinkcerca.com/lessons/20653/lesson_steps/6</p> <p>NEW LESSON CITED Reason for citing this lesson: Writing prompt and support give students the opportunity to practice the writing skills in the TEKS. This lesson is not new to the product; it is merely a new citation. This lesson is one of our most frequently used. Selection has been through a rigorous editorial process, and the selection has been approved by Texas teachers.</p>

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By completing the information below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Signature of Company Official	<p>Laura Litton</p>	<p>Digitally signed by Laura Litton Date: 2019.04.12 09:41:48 -05'00'</p>
Title		
Date Signed		