

Lexia® PowerUp Literacy® **Texas Writing Prompt Pack**

Lexia PowerUp Literacy

Texas Writing Prompt Pack

Teacher Reviews

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Lexia PowerUp Literacy

Texas Writing Prompt Pack

What Is Included

This set of writing prompts helps teachers offer focused writing practice for students in grades 6 and above. The **Lexia PowerUp Literacy Texas Writing Prompt Pack** includes:

- **20 engaging prompts** presented in a format similar to the STAAR® writing assessment to familiarize students with the format and requirements of the test.
 - Writing practice is provided in the genres specified in the grades 6–8 TEKS writing standards:
 - Informational Text
 - Procedural Text
 - Argumentative Text
 - Correspondence
 - Literary Text
 - The writing prompts include engaging, grade-appropriate themes and topics from the comprehension strand of Lexia PowerUp Literacy.
- **Teacher-facing rubrics** designed to align to the STAAR® Scoring Guides for evaluating student-writing performance based on:
 - Organization/progression
 - Development of ideas
 - Use of language and conventions
- **Student-friendly checklists** to help students understand and improve their writing performance.

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Texas Writing Prompt Pack

Suggested Use

Use the *Texas Writing Prompt Pack* to extend or enhance your current writing curriculum and practice.

- **Connect writing prompts to the various text structures** addressed in the online PowerUp program. Tying text structures to the writing prompts provides students the opportunity to move from reading and analyzing to using text structures to extend and reinforce their written expression.
- **Use the Writing Prompt Inventory** to identify specific standards and corresponding writing prompts for standard-driven instruction.
- **Schedule students for timed practice of writing** as preparation for the STAAR writing assessment.
- **Have students work in pairs or groups** to check each other's work.

Name: _____

READ the information in the boxes below.

The Crow and the Pitcher

by Aesop

A CROW, half-dead with thirst, came upon a Pitcher, but when the Crow put its beak into the Pitcher, he found that he could not reach the little water that was in it. He tried, and he tried, but at last had to give up in despair. Then a thought came to him, and he took a pebble and dropped it into the Pitcher. Then he took another pebble and dropped it into the Pitcher. Then he took another pebble and dropped it into the Pitcher. He kept dropping pebbles in the Pitcher. At last, he saw the water rise and after casting in a few more pebbles he was able to quench his thirst and save his life.

Still Here

by Langston Hughes

I been scarred and battered.
My hopes the wind done scattered.
Snow has friz me,
Sun has baked me,

Looks like between 'em they done
Tried to make me

Stop laughin', stop lovin', stop
livin'—
But I don't care!
I'm still here!

THINK carefully about the following statements.

Both the fable and the poem have the theme of perseverance. Having perseverance means being determined to keep doing something until a goal is achieved.

WRITE an essay explaining perseverance and how being determined and not giving up helps in achieving a goal. Use examples from the two texts.

Be sure to —

- ☐ clearly state your controlling idea
- ☐ use correct spelling, capitalization, punctuation, grammar, and complete sentences
- ☐ organize and develop your explanation effectively
- ☐ choose your words carefully

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.8.B, 7.8.B, 8.8.B; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.B, 7.11.B, 8.11.B

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READ the information in the box below.

In Ray Bradbury's science fiction story *All Summer in a Day*, he imagines a colony of "rocket men and women" living on Venus. Because Venus is wrapped in clouds, the sun only shines there for two hours every seven years. On the day the sun will shine, a group of nine-year-old students waits eagerly with their teacher for the sun to appear. Margot, the only child who has seen the sun from Earth, tries to describe it as a "penny" or a "fire." The students mock her because they are jealous of her memory of the sun. They lock her in the closet so that she misses the rare event on Venus completely.

THINK carefully about the following statement.

Jealousy is a strong, uncomfortable feeling of wanting what someone else has.

WRITE an essay explaining how jealousy can damage relationships or a person's own sense of self. Offer examples and anecdotes as evidence.

Be sure to —

- ☐ clearly state your controlling idea
- ☐ use correct spelling, capitalization, punctuation, grammar, and complete sentences
- ☐ organize and develop your explanation effectively
- ☐ choose your words carefully

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.B, 7.11.B, 8.11.B

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In July 2013, Malala Yousafzai gave a speech to the United Nations. It was her first public speech after being shot in the head by the Taliban in her native country of Pakistan the previous October. She and her fellow students were shot for going to school because the Taliban does not believe in girls getting an education. In her speech, Malala says she doesn't hate the Taliban who shot her. She says she is speaking for "the right of education of every child," and even education for the "sons and daughters of all extremists." Malala says that there is only one solution to poverty, ignorance, racism, and injustice. "Education is the only solution. Education First."

THINK carefully about the following question.

How can education solve problems and create understanding and cooperation?

WRITE an essay explaining how education can solve problems and create understanding in the world. Give specific reasons with examples of the positive effects of education.

Be sure to —

- | | |
|--|---|
| <input type="checkbox"/> clearly state your controlling idea | <input type="checkbox"/> use correct spelling, capitalization, punctuation, grammar, and complete sentences |
| <input type="checkbox"/> organize and develop your explanation effectively | |
| <input type="checkbox"/> choose your words carefully | |

PRESENT (optional)

- | | |
|--|---|
| <input type="checkbox"/> organize a presentation | <input type="checkbox"/> pronounce words clearly at a normal rate |
| <input type="checkbox"/> make eye contact | <input type="checkbox"/> use a strong voice and natural gestures |

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.B, 7.11.B, 8.11.B; optional: TEKS 6.1.C, 7.1.C, 8.1.C

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READ the information in the box below.

Imagine that one of your friends has invited you to go on a day hike in a park close to where you live. You are excited to go, but you need to prepare. You have a backpack, but you need to think about what to put in it. In addition, you need to think about what to wear and what to bring in case it rains or snows. And what shoes will you wear?

THINK carefully about the following statement.

Many people go hiking without being well-prepared, and sometimes they find themselves in a storm with no hat or thirsty without water.

WRITE an essay explaining why it is important to prepare for a day hike. Write the detailed steps that you will take to prepare for the hike.

Be sure to —

- ☐ clearly state your controlling idea
- ☐ use correct spelling, capitalization, punctuation, grammar, and complete sentences
- ☐ organize and develop your explanation effectively
- ☐ choose your words carefully

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.B, 7.11.B, 8.11.B

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READ the information in the box below.

Playing games has been an important part of cultures since ancient times. Ancient Egyptians played a board game called Senet over 5,000 years ago. Card games and dominos were played in China over 2,000 years ago. A board game called Mancala has been played for thousands of years in Africa, and it is still played today. Today, video games let people play games with others from different cities and countries around the world.

THINK carefully about the following question.

What is your favorite game and how do you play it?

WRITE an essay describing how to play your favorite game. Write step-by-step instructions including important details.

Be sure to —

- | | |
|--|---|
| <input type="checkbox"/> clearly state your central idea | <input type="checkbox"/> choose your words carefully |
| <input type="checkbox"/> organize your writing | <input type="checkbox"/> use correct spelling, capitalization, punctuation, grammar, and complete sentences |
| <input type="checkbox"/> develop your writing in detail | |

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.B, 7.11.B, 8.11.B

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The National Aeronautic Space Administration (NASA) budget for 2019 is \$19.5 billion. About \$10 billion of this money will be spent on preparing for humans to return to the moon. The goal is to have humans orbiting the moon by 2020. Eventually, knowledge gained from moon landings and orbits will be used for manned expeditions to Mars and deep space. In the meantime, there are missions planned to have robots visit Mars and fly by Jupiter's moon, Europa, by 2020 as well.

THINK carefully about the following statements.

Some people think there are better ways to spend this money on Earth rather than in space. They say the money could be used to take care of people who are suffering because of a lack of food, clean water, or housing.

WRITE an essay stating your opinion on whether spending the money for space exploration is a good idea or if there is a better use for the funds. Write more than one paragraph to persuade your audience of your opinion. Include reasons and appeal to your audience's values and emotions.

Be sure to —

- | | |
|--|---|
| <input type="checkbox"/> clearly state your controlling idea | <input type="checkbox"/> use correct spelling, capitalization, punctuation, grammar, and complete sentences |
| <input type="checkbox"/> organize and develop your explanation effectively | |
| <input type="checkbox"/> choose your words carefully | |

DISCUSS (optional)

- | | |
|--|---|
| <input type="checkbox"/> work in groups | <input type="checkbox"/> provide and accept feedback |
| <input type="checkbox"/> identify points of agreement/disagreement | <input type="checkbox"/> take notes, collaborate, and set goals |

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.C, 7.11.C, 8.11.C; optional: TEKS 6.1.D, 7.1.D, 8.1.D

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The American Academy of Sleep Medicine says that teenagers need 8–10 hours of sleep. Getting enough sleep helps students stay healthy and improves their academic performance. However, 75–100% of middle schools and high schools in 42 states start school before 8:30 a.m. Because adolescents tend to stay up later in the evening, the early start to school means that they often don't get enough sleep. The American Academy of Pediatrics recommends that middle schools and high schools start at 8:30 a.m. or later.

THINK carefully about the following question.

How does the start time at your school make a difference to you and other students?

WRITE an argumentative essay for or against changing the start time at your school. Write more than one paragraph to support your position with reasons and examples.

Be sure to —

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|--|---|
| <input type="checkbox"/> clearly state your controlling idea | <input type="checkbox"/> use correct spelling, capitalization, punctuation, grammar, and complete sentences |
| <input type="checkbox"/> organize and develop your explanation effectively | |
| <input type="checkbox"/> choose your words carefully | |

PRESENT (optional)

- | | |
|--|---|
| <input type="checkbox"/> organize a presentation | <input type="checkbox"/> pronounce words clearly at a normal rate |
| <input type="checkbox"/> make eye contact | <input type="checkbox"/> use a strong voice and natural gestures |

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.C, 7.11.C, 8.11.C; optional: TEKS 6.1.C, 7.1.C, 8.1.C

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Is curiosity a good thing or not? There is the old saying that *Curiosity killed the cat*. Many believe that having a curious nature is an important characteristic trait to have as it helps you learn. Often, teachers encourage students to be curious about the subjects they are studying.

THINK carefully about the following question.

Do you consider being curious a positive trait or can a person be too curious?

WRITE an essay with multiple paragraphs that explains whether you consider curiosity to be positive or negative. Persuade your audience of your opinion by including reasons and appealing to your audience's values and emotions.

Be sure to —

- ☐ clearly state your controlling idea
- ☐ use correct spelling, capitalization, punctuation, grammar, and complete sentences
- ☐ organize and develop your explanation effectively
- ☐ choose your words carefully

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.C, 7.11.C, 8.11.C

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There is a debate about whether students should be allowed to use their cell phones in school as learning devices. A US research study, *Hold the Phone!*, published in 2016 found that 7 out of 10 high school students said that cell phones support their learning. Almost 91% of these students said they used their cell phones for school work outside of class. Yet, 30% of these same students were in favor of banning the use of cell phones in school. They said that cell phone use in class is distracting. Cell phones can also be used for cheating or cyberbullying.

THINK carefully about the following question.

Do you think that your school should allow for cell phones to be used in class for learning?

WRITE an argumentative essay stating your position for or against the use of cell phones in the classroom. Write more than one paragraph to support your position with reasons and examples.

Be sure to —

- ☐ clearly state your controlling idea
- ☐ use correct spelling, capitalization, punctuation, grammar, and complete sentences
- ☐ organize and develop your explanation effectively
- ☐ choose your words carefully

PRESENT (optional)

- ☐ organize a presentation
- ☐ pronounce words clearly at a normal rate
- ☐ make eye contact
- ☐ use a strong voice and natural gestures

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.C, 7.11.C, 8.11.C; optional: TEKS 6.1.C, 7.1.C, 8.1.C

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READ the information in the box below.

A Zen Story about Compassion

Once upon a time a student came to his Master and asked, “What is compassion?” The Master took the student to the window and said, “Watch the beggar on the corner below.” An old lady was walking down the street and stopped to look at the beggar. She shook her finger at him and threw him a gold coin. Next a wealthy merchant came down the street and stopped to look at the beggar. He took a handful of gold coins out of his pocket and made certain they made a loud sound when they dropped into the beggar’s bowl. Last, a little boy came down the street. He had gone out early in the morning to pick a bouquet of flowers for his mother. He had no money, but when he saw the beggar, he bent down and handed the beggar a flower.

THINK carefully about the following statement.

Compassion is showing sympathy and concern for the suffering of others.

WRITE an essay explaining who in the story showed the most compassion and why. Write multiple paragraphs to support your opinion with evidence from the text.

Be sure to —

- | | |
|--|---|
| <input type="checkbox"/> clearly state your controlling idea | <input type="checkbox"/> use correct spelling, capitalization, punctuation, grammar, and complete sentences |
| <input type="checkbox"/> organize and develop your explanation effectively | |
| <input type="checkbox"/> choose your words carefully | |

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.C, 7.11.C, 8.11.C

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What is a hero? Is it a person with incredible abilities, such as a famous athlete? Is a person of courage, such as a military soldier? Or is it an everyday person who suddenly decides to save the life of someone else in a way that puts his or her own life in danger?

THINK carefully about the following question.

What are the characteristics of a hero?

WRITE an essay with multiple paragraphs that explains what being a hero means to you. Support your opinion with reasons and examples.

Be sure to —

- ☐ clearly state your controlling idea
- ☐ use correct spelling, capitalization, punctuation, grammar, and complete sentences
- ☐ organize and develop your explanation effectively
- ☐ choose your words carefully

DISCUSS (optional)

- ☐ work in groups
- ☐ provide and accept feedback
- ☐ identify points of agreement/disagreement
- ☐ take notes, collaborate, set goals

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.C, 7.11.C, 8.11.C; optional: TEKS 6.1.D, 7.1.D, 8.1.D

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Rules, rules. Attending school means following lots of rules. But when times change, sometimes rules need to change. Consider the old saying “Rules are made to be broken,” which suggests that rules sometimes need to be modified or ended.

THINK carefully about the following question.

Is there one rule in your school that seems to you to be unfair or no longer important?

WRITE a letter to your school principal stating your position about a rule in your school that seems to be unfair or no longer important. Support your claim by writing more than one paragraph that includes evidence and reasoning.

Be sure to —

- ☐ clearly state your controlling idea
- ☐ include the date, a salutation, and a closing
- ☐ organize and develop your explanation effectively
- ☐ choose your words carefully
- ☐ use correct spelling, capitalization, punctuation, grammar, and complete sentences

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.C, 7.11.C, 8.11.C; TEKS 6.11.D, 7.11.D, 8.11.D

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READ the information in the box below.

When a new book is published or a new movie is released, people write reviews about them. These reviewers describe what the book or movie is about. They also critique the work. In other words, they give reasons why they think that reading the book or seeing the movie is worth the time and money.

THINK carefully about the following question.

Have you recently read a book or seen a movie that you would recommend to a friend?

WRITE a letter to your friend describing a book or movie to encourage your friend to read the book or see the movie too. Write multiple paragraphs to persuade your friend. Provide the reasons why you think the book or movie is worthwhile.

Be sure to —

- ☐ clearly state your controlling idea
- ☐ include the date, a salutation, and a closing
- ☐ organize and develop your explanation effectively
- ☐ choose your words carefully
- ☐ use correct spelling, capitalization, punctuation, grammar, and complete sentences

PRESENT (optional)

- ☐ organize a presentation
- ☐ make eye contact
- ☐ pronounce words clearly at a normal rate
- ☐ use a strong voice and natural gestures

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.C, 7.11.C, 8.11.C; optional: TEKS 6.1.C, 7.1.C, 8.1.C

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Name: _____

READ the information in the box below.

A person we admire can be a role model for us. A role model is someone we look up to and want to learn from. For example, if they are working at a job, finding ways to help others, or playing a sport, they can give us advice that can make a difference in our future.

THINK about someone you admire and what you would like to learn from him or her.

WRITE a letter to this person, explaining the reasons why you consider him or her a role model. Ask for advice on how you might achieve your own personal goals.

Be sure to —

- | | |
|--|---|
| <input type="checkbox"/> clearly state your central idea | <input type="checkbox"/> choose your words carefully |
| <input type="checkbox"/> include the date, a salutation, and a closing | <input type="checkbox"/> use correct spelling, capitalization, punctuation, grammar, and complete sentences |
| <input type="checkbox"/> organize your writing | |
| <input type="checkbox"/> develop your writing in detail | |

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.C, 7.11.C, 8.11.C; TEKS 6.11.D, 7.11.D, 8.11.D

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Name: _____



READ the information in the box below.

In her short story *Eleven*, Sandra Cisneros describes a memorable birthday for a girl named Rachel. On the day she is turning eleven, she is in school. Her teacher, Mrs. Price, is forcing her to put on an ugly red sweater that isn't even hers. She tries to speak up and tell the teacher the sweater is not hers. The teacher doesn't believe her. Rachel cries in front of everyone in class. She feels humiliated, and of all days, it is her eleventh birthday.

THINK carefully about the following questions.

Is there a birthday that you remember very well from the past? Did it go as you expected? Did something wonderful happen or was it a disaster?

WRITE a personal narrative describing a memorable birthday and why you still remember it.

Be sure to —

- ☐ clearly state your controlling idea
- ☐ use correct spelling, capitalization, punctuation, grammar, and complete sentences
- ☐ organize and develop your explanation effectively
- ☐ choose your words carefully

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.A, 7.11.A, 8.11.A

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Name: _____

READ the poem in the box below.

Dust of Snow

by Robert Frost

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Has given my heart
A change of mood
And saved some part
Of a day I had rued.

THINK carefully about the following statements.

To rue something is to regret it. The poet is saying that suddenly his mood changed from regret to feeling alive, maybe even hopeful, after having this experience in nature.

WRITE an essay describing a time when you observed or experienced something in nature that made you feel hopeful and happy.

Be sure to —

- ☐ clearly state your controlling idea
- ☐ use correct spelling, capitalization, punctuation, grammar, and complete sentences
- ☐ organize and develop your explanation effectively
- ☐ choose your words carefully

TEKS 6.6.B, 7.6.B, 8.6. B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.B, 7.11.B, 8.11.B; TEKS 6.6 (H), 7.6 (H), 8.6 (H)

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Name: _____

READ the information in the box below.

“Every now and then go away, have a little relaxation, for when you come back to your work your judgment will be surer.”
—Leonardo da Vinci

THINK carefully about the following questions.

What do you do to relax? Do you play a game, listen to music, or just take a walk? Does it help you feel ready for the next challenge or project?

WRITE an essay describing what you do to relax and how relaxation helps you to feel prepared for whatever challenges you will face next.

Be sure to —

- ☐ clearly state your controlling idea
- ☐ use correct spelling, capitalization, punctuation, grammar, and complete sentences
- ☐ organize and develop your explanation effectively
- ☐ choose your words carefully

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.A, 7.11.A, 8.11.A

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Name: _____

READ the information in the box below.

In R.J. Palacio’s novel *Wonder*, August “Auggie” Pullman has a medical condition that has disfigured his face. After years of homeschooling, he wants to go to middle school the same as other fifth graders. At school, Auggie suffers from bullying from his classmate, Julian. He also makes friends, Jack and Summer. Auggie’s friendships are tested when his friends get bullied for being loyal to him. Julian’s friends step in to save Auggie and Jack from being beaten up by seventh graders at a school outing. At the end, Julian won’t be returning to school the next year, and Auggie has more friends to count on.

THINK carefully about the following statements.

Loyalty is an important part of true friendship. True friends stand by each other when challenges arise.

WRITE an essay describing a time when a friend showed their loyalty to you or describe a time you were loyal to a friend in need.

Be sure to —

- ☐ clearly state your controlling idea
- ☐ use correct spelling, capitalization, punctuation, grammar, and complete sentences
- ☐ organize and develop your explanation effectively
- ☐ choose your words carefully

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.A, 7.11.A, 8.11.A

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Name: _____

READ the information in the box below.

Simone Biles, winner of four Olympic gold medals in gymnastics, once offered this advice: “A successful competition for me is always going out there and putting 100 percent into whatever I’m doing. At the end of the day, if I can say I had fun, it was a good day.”

THINK carefully about the following question.

Have you ever watched a competition—such as a sport, game, or contest—and cheered on your friend or favorite team?

WRITE an essay describing the competition. What happened? Did your friend or favorite team win or lose? How did you feel after it was over?

Be sure to —

- ☐ clearly state your controlling idea
- ☐ use correct spelling, capitalization, punctuation, grammar, and complete sentences
- ☐ organize and develop your explanation effectively
- ☐ choose your words carefully

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.A, 7.11.A, 8.11.A

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Name: _____



READ the information in the box below.

S.E. Hinton wrote the book *The Outsiders* based on her experiences growing up. It is narrated by Ponyboy, a 14-year-old who lives in a small city in Oklahoma in the 1960s. Ponyboy is a member of the Greasers. The Greasers are constantly battling with the Socs (pronounced “soashes”, short for “socials”), a rival group that comes from a wealthier part of town. Despite the conflict between the groups, Ponyboy is getting to know some of the Socs. In this excerpt, Ponyboy and his Greaser friend, Two-Bit, are walking with their new Soc friends, Cherry and Marcia. Cherry and Ponyboy mention how the Socs and Greasers are different but discover ways they might be similar.

THINK carefully about the following statements.

All of us like to be part of a group. However, sometimes we need to go our own way to do what we want or stand up for what we believe.

WRITE an essay describing a time when you stood up for something you wanted or believed in.

Be sure to —

- ☐ clearly state your controlling idea
- ☐ use correct spelling, capitalization, punctuation, grammar, and complete sentences
- ☐ organize and develop your explanation effectively
- ☐ choose your words carefully

TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.A, 7.11.A, 8.11.A

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STUDENT WRITING CHECKLIST: INFORMATIONAL TEXT

ORGANIZATION/ PROGRESSION	<div><input type="checkbox"/> I reread the “WRITE” prompt.</div> <div><input type="checkbox"/> I understood the purpose for writing.</div> <div><input type="checkbox"/> I organized my ideas before writing.</div> <div><input type="checkbox"/> I clearly stated my central idea.</div> <div><input type="checkbox"/> Every supporting idea relates to my central idea.</div> <div><input type="checkbox"/> I used transitions to connect sentences and ideas.</div>
DEVELOPMENT OF IDEAS	<div><input type="checkbox"/> I included enough information to explain my ideas.</div> <div><input type="checkbox"/> I used specific details and examples to support my ideas.</div> <div><input type="checkbox"/> I made my writing clear and interesting.</div>
USE OF LANGUAGE/ CONVENTIONS	<div><input type="checkbox"/> I used specific, descriptive words to support my ideas.</div> <div><input type="checkbox"/> I reread my sentences to be sure they are complete and make sense.</div> <div><input type="checkbox"/> I checked my spelling, capitalization, punctuation, and grammar.</div>
NOTES	<div>What did I do well?</div> <div>What can I improve?</div>

STUDENT WRITING CHECKLIST: PROCEDURAL TEXT

ORGANIZATION/ PROGRESSION	<div><input type="checkbox"/> I reread the “WRITE” prompt.</div> <div><input type="checkbox"/> I understood the purpose for writing.</div> <div><input type="checkbox"/> I organized my ideas before writing.</div> <div><input type="checkbox"/> I clearly stated my central idea.</div> <div><input type="checkbox"/> Every supporting idea relates to my central idea.</div> <div><input type="checkbox"/> I used transitions to connect sentences and ideas.</div>
DEVELOPMENT OF IDEAS	<div><input type="checkbox"/> I included enough information to explain my ideas.</div> <div><input type="checkbox"/> I used specific details and examples to support my ideas.</div> <div><input type="checkbox"/> I made my writing clear and interesting.</div>
USE OF LANGUAGE/ CONVENTIONS	<div><input type="checkbox"/> I used specific, descriptive words to support my ideas.</div> <div><input type="checkbox"/> I reread my sentences to be sure they are complete and make sense.</div> <div><input type="checkbox"/> I checked my spelling, capitalization, punctuation, and grammar.</div>
NOTES	<div>What did I do well?</div> <div>What can I improve?</div>

Name: _____ Title: _____

STUDENT WRITING CHECKLIST: ARGUMENTATIVE TEXT

[illegible]

STUDENT WRITING CHECKLIST: CORRESPONDENCE

ORGANIZATION/ PROGRESSION	<div><input type="checkbox"/> I reread the “WRITE” prompt.</div> <div><input type="checkbox"/> I understood the purpose for writing.</div> <div><input type="checkbox"/> I organized my ideas before writing.</div> <div><input type="checkbox"/> I included the date, a salutation, and a closing.</div> <div><input type="checkbox"/> I clearly stated my position/opinion.</div> <div><input type="checkbox"/> Every supporting idea relates to my position/opinion.</div> <div><input type="checkbox"/> I used transitions to connect sentences and idea.</div>
DEVELOPMENT OF IDEAS	<div><input type="checkbox"/> I included enough information to support my position/opinion and explain my ideas.</div> <div><input type="checkbox"/> I used specific reasons and evidence to support my ideas.</div> <div><input type="checkbox"/> I made my writing clear and interesting.</div> <div><input type="checkbox"/> I used persuasion when appropriate.</div>
USE OF LANGUAGE/ CONVENTIONS	<div><input type="checkbox"/> I used specific, descriptive words to support my ideas.</div> <div><input type="checkbox"/> I reread my sentences to make sure they are complete and make sense.</div> <div><input type="checkbox"/> I checked my spelling, capitalization, punctuation, and grammar.</div>
NOTES	<div>What did I do well?</div> <div>What can I improve?</div>

STUDENT WRITING CHECKLIST: LITERARY TEXT

ORGANIZATION/ PROGRESSION	<div><input type="checkbox"/> I reread the “WRITE” prompt.</div> <div><input type="checkbox"/> I understood the purpose for my writing.</div> <div><input type="checkbox"/> My story moves forward in a way that makes sense.</div> <div><input type="checkbox"/> Every detail is an important part of my story.</div> <div><input type="checkbox"/> I used transitions to connect sentences and ideas.</div>
DEVELOPMENT OF IDEAS	<div><input type="checkbox"/> My story has a beginning, middle, and end.</div> <div><input type="checkbox"/> I used specific details to make my story interesting.</div> <div><input type="checkbox"/> I told my story in an original way.</div> <div><input type="checkbox"/> I described the setting, characters, and mood.</div>
USE OF LANGUAGE/ CONVENTIONS	<div><input type="checkbox"/> I used specific, descriptive words to make a strong impact on my reader.</div> <div><input type="checkbox"/> I reread my sentences to be sure they are complete and make sense.</div> <div><input type="checkbox"/> I checked my spelling, capitalization, punctuation, and grammar.</div>
NOTES	<div>What did I do well?</div> <div>What can I improve?</div>

SCORING RUBRIC: INFORMATIONAL TEXT

SCORE	LIMITED (1)	BASIC (2)	SATISFACTORY (3)	ACCOMPLISHED (4)
Organization/ Progression	<ul style="list-style-type: none"> Organization doesn't fit purpose and prompt. Central idea is missing, unclear, or illogical. Extraneous information doesn't relate to topic. Progression of ideas is weak. Repetition, wordiness, and lack of transitions disrupt flow of essay. 	<ul style="list-style-type: none"> Organization somewhat fits purpose and prompt. Central idea is weak or unclear. Some irrelevant information included. Progression of ideas not always controlled and logical. Repetition, wordiness, and lack of transitions somewhat disrupt flow of essay. 	<ul style="list-style-type: none"> Organization mostly fits purpose and prompt. Central idea is clear. Mostly relevant information is included. Progression of ideas is generally controlled and logical. Transitions link ideas to support flow of essay. 	<ul style="list-style-type: none"> Organization fully addresses purpose and prompt. Central idea is clear and precise. Relevant, focused ideas support coherence and unity. Progression of ideas is well-controlled and logical. Transitions are meaningful and enhance flow of essay.
Development of Ideas	<ul style="list-style-type: none"> Ideas are undeveloped or unrelated. Details and examples are inappropriate or missing. Writing is weak and not linked to prompt. Essay demonstrates a lack of understanding of informational/expository writing. 	<ul style="list-style-type: none"> Ideas are minimally developed. Some details and examples are provided. Writing is not thoughtful and is somewhat formulaic. Essay demonstrates a limited understanding of informational/expository writing. 	<ul style="list-style-type: none"> Ideas are sufficiently developed. Details and examples are specific and appropriate. Writing reflects some thoughtfulness and originality. Essay demonstrates a sound understanding of informational/expository writing. 	<ul style="list-style-type: none"> Ideas are fully developed. Details and examples are specific and well-chosen. Writing is thoughtful and engaging. Essay demonstrates a thorough understanding of informational/expository writing.
Language (spelling, capitalization, punctuation, grammar, usage)	<ul style="list-style-type: none"> Word choice is limited or vague. Sentences are simple, awkward, or uncontrolled. Essay demonstrates poor use of correct spelling, capitalization, punctuation, and grammar conventions. Numerous errors disrupt fluency and interfere with meaning. 	<ul style="list-style-type: none"> Word choice is general or imprecise. Sentences are awkward or somewhat uncontrolled. Essay demonstrates limited use of correct spelling, capitalization, punctuation, and grammar conventions. Some errors disrupt fluency or meaning. 	<ul style="list-style-type: none"> Word choice is mostly clear and specific. Sentences are varied and adequately controlled. Essay demonstrates adequate use of correct spelling, capitalization, punctuation, and grammar conventions. A few errors do not disrupt fluency or affect clarity. 	<ul style="list-style-type: none"> Word choice is purposeful and precise. Sentences are purposeful, varied, and well-controlled. Essay demonstrates correct use of spelling, capitalization, punctuation, and grammar conventions. Minor errors do not disrupt fluency or affect clarity.

SCORING RUBRIC: PROCEDURAL TEXT

SCORE	LIMITED (1)	BASIC (2)	SATISFACTORY (3)	ACCOMPLISHED (4)
Organization/ Progression	<ul style="list-style-type: none"> Organization doesn't fit purpose and prompt. Central idea is missing, unclear, or illogical. Extraneous information doesn't relate to topic. Progression of ideas is weak. Repetition, wordiness, and lack of transitions disrupt flow of essay. 	<ul style="list-style-type: none"> Organization somewhat fits purpose and prompt. Central idea is weak or unclear. Some irrelevant information included. Progression of ideas not always controlled and logical. Repetition, wordiness, and lack of transitions somewhat disrupt flow of essay. 	<ul style="list-style-type: none"> Organization mostly fits purpose and prompt. Central idea is clear. Mostly relevant information is included. Progression of ideas is generally controlled and logical. Transitions link ideas to support flow of essay. 	<ul style="list-style-type: none"> Organization fully addresses purpose and prompt. Central idea is clear and precise. Relevant, focused ideas support coherence and unity. Progression of ideas is well-controlled and logical. Transitions are meaningful and enhance flow of essay.
Development of Ideas	<ul style="list-style-type: none"> Ideas are undeveloped or unrelated. Details and examples are inappropriate or missing. Writing is weak and not linked to prompt. Essay demonstrates a lack of understanding of informational/procedural writing. 	<ul style="list-style-type: none"> Ideas are minimally developed. Some details and examples are provided. Writing is not thoughtful and is somewhat formulaic. Essay demonstrates a limited understanding of informational/procedural writing. 	<ul style="list-style-type: none"> Ideas are sufficiently developed. Details and examples are specific and appropriate. Writing reflects some thoughtfulness and originality. Essay demonstrates a sound understanding of informational/procedural writing. 	<ul style="list-style-type: none"> Ideas are fully developed. Details and examples are specific and well-chosen. Writing is thoughtful and engaging. Essay demonstrates a thorough understanding of informational/procedural writing.
Language (spelling, capitalization, punctuation, grammar, usage)	<ul style="list-style-type: none"> Word choice is limited or vague. Sentences are simple, awkward, or uncontrolled. Essay demonstrates poor use of correct spelling, capitalization, punctuation, and grammar conventions. Numerous errors disrupt fluency and interfere with meaning. 	<ul style="list-style-type: none"> Word choice is general or imprecise. Sentences are awkward or somewhat uncontrolled. Essay demonstrates limited use of correct spelling, capitalization, punctuation, and grammar conventions. Some errors disrupt fluency or meaning. 	<ul style="list-style-type: none"> Word choice is mostly clear and specific. Sentences are varied and adequately controlled. Essay demonstrates adequate use of correct spelling, capitalization, punctuation, and grammar conventions. A few errors do not disrupt fluency or affect clarity. 	<ul style="list-style-type: none"> Word choice is purposeful and precise. Sentences are purposeful, varied, and well-controlled. Essay demonstrates correct use of spelling, capitalization, punctuation, and grammar conventions. Minor errors do not disrupt fluency or affect clarity.

SCORING RUBRIC: ARGUMENTATIVE TEXT

SCORE	LIMITED (1)	BASIC (2)	SATISFACTORY (3)	ACCOMPLISHED (4)
Organization/ Progression	<ul style="list-style-type: none"> Organization doesn't fit purpose and prompt. Writer's position is missing, unclear, or illogical. Extraneous information doesn't relate to position/opinion. Progression of ideas is weak. Repetition, wordiness, and lack of transitions disrupt flow of essay. 	<ul style="list-style-type: none"> Organization somewhat fits purpose and prompt. Writer's position is weak or unclear. Some irrelevant information included. Progression of ideas not always controlled and logical. Repetition, wordiness, and lack of transitions somewhat disrupt flow of essay. 	<ul style="list-style-type: none"> Organization mostly fits purpose and prompt. Writer's position is clear. Mostly relevant information is included. Progression of ideas is generally controlled and logical. Transitions link ideas to support flow of essay. 	<ul style="list-style-type: none"> Organization fully addresses purpose and prompt. Writer's position is clear and precise. Relevant, focused ideas support coherence and unity. Progression of ideas is well-controlled and logical. Transitions are meaningful and enhance flow of essay.
Development of Ideas	<ul style="list-style-type: none"> Ideas are undeveloped or unrelated. Reasons and evidence are inappropriate or missing. Writing is weak and not linked to prompt. Essay demonstrates a lack of understanding of argument/opinion writing. 	<ul style="list-style-type: none"> Ideas are minimally developed. Some reasons and evidence are provided. Writing is not thoughtful and is somewhat formulaic. Essay demonstrates a limited understanding of argument/opinion writing. 	<ul style="list-style-type: none"> Ideas are sufficiently developed. Reasons and evidence are specific and appropriate. Writing reflects some thoughtfulness and originality. Essay demonstrates a sound understanding of argument/opinion writing. 	<ul style="list-style-type: none"> Ideas are fully developed. Reasons and evidence are specific and well-chosen. Writing is thoughtful and engaging. Essay demonstrates a thorough understanding of argument/opinion writing.
Language (spelling, capitalization, punctuation, grammar, usage)	<ul style="list-style-type: none"> Word choice is limited or vague. Sentences are simple, awkward, or uncontrolled. Essay demonstrates poor use of correct spelling, capitalization, punctuation, and grammar conventions. Numerous errors disrupt fluency and interfere with meaning. 	<ul style="list-style-type: none"> Word choice is general or imprecise. Sentences are awkward or somewhat uncontrolled. Essay demonstrates limited use of correct spelling, capitalization, punctuation, and grammar conventions. Some errors disrupt fluency or meaning. 	<ul style="list-style-type: none"> Word choice is mostly clear and specific. Sentences are varied and adequately controlled. Essay demonstrates adequate use of correct spelling, capitalization, punctuation, and grammar conventions. A few errors do not disrupt fluency or affect clarity. 	<ul style="list-style-type: none"> Word choice is purposeful and precise. Sentences are purposeful, varied, and well-controlled. Essay demonstrates correct use of spelling, capitalization, punctuation, and grammar conventions. Minor errors do not disrupt fluency or affect clarity.

SCORING RUBRIC: CORRESPONDENCE

SCORE	LIMITED (1)	BASIC (2)	SATISFACTORY (3)	ACCOMPLISHED (4)
Organization/ Progression	<ul style="list-style-type: none"> Organizing structure is inappropriate to address prompt. Does not include date, salutation, and closing. Writer's position is missing, unclear, or illogical. Extraneous information and shifting ideas. Progression of ideas is weak. Repetition, wordiness, or lack of transitions disrupts flow of essay. 	<ul style="list-style-type: none"> Organizing structure is partly appropriate to address prompt. Includes incomplete date, salutation, and closing. Writer's position is weak or somewhat unclear. Some irrelevant information Progression of ideas is not always logical or controlled. Some repetition, wordiness, or lack of transitions cause minor disruptions in flow of essay. 	<ul style="list-style-type: none"> Organizing structure is mostly appropriate to address prompt. Includes generally appropriate date, salutation, and closing. Writer's position is clear. Mostly relevant ideas with only minor lapses in focus. Progression of ideas is generally logical and controlled. Most transitions are meaningful and support flow of essay. 	<ul style="list-style-type: none"> Organizing structure is clearly appropriate to address prompt. Includes appropriate date, salutation, and closing. Writer's position is clear and precise. Relevant, focused ideas support coherence and unity. Progression of ideas is logical and well controlled. Transitions are meaningful and enhance flow of essay.
Development of Ideas	<ul style="list-style-type: none"> Ideas are undeveloped or unrelated. Reasons and evidence are inappropriate, vague or insufficient. Essay is insubstantial and weakly linked to prompt. Demonstrates lack of understanding of expository writing. 	<ul style="list-style-type: none"> Ideas are minimally developed. Reasons and evidence are not always appropriate or are only partially presented. Essay reflects little thoughtfulness and is formulaic. Demonstrates limited understanding of expository writing. 	<ul style="list-style-type: none"> Ideas are sufficiently developed. Reasons and evidence are specific and appropriate. Essay reflects some thoughtfulness and originality. Demonstrates good understanding of expository writing. 	<ul style="list-style-type: none"> Ideas are effectively developed. Reasons and evidence are specific and well-chosen. Essay is thoughtful and engaging. Demonstrates thorough understanding of expository writing.
Language (spelling, capitalization, punctuation, grammar, usage)	<ul style="list-style-type: none"> Word choice is vague or limited. Sentences are simplistic, awkward, or uncontrolled. Limited use of spelling, capitalization, punctuation, and grammar conventions. Numerous errors that disrupt fluency or interfere with meaning. 	<ul style="list-style-type: none"> Word choice is general or imprecise. Sentences are awkward or somewhat uncontrolled. Partial use of spelling, capitalization, punctuation, and grammar conventions. Some errors that create minor disruptions in fluency or meaning. 	<ul style="list-style-type: none"> Word choice is clear and specific. Sentences are varied and adequately controlled. Adequate use of spelling, capitalization, punctuation, and grammar conventions. Some errors that do not disrupt fluency or affect clarity. 	<ul style="list-style-type: none"> Word choice is purposeful and precise. Sentences are purposeful, varied, and well controlled. Consistent use of spelling, capitalization, punctuation, and grammar conventions. Minor errors that do not detract from fluency or clarity.

SCORING RUBRIC: LITERARY TEXT

SCORE	LIMITED (1)	BASIC (2)	SATISFACTORY (3)	ACCOMPLISHED (4)
Organization/ Progression	<ul style="list-style-type: none"> Organization doesn't fit purpose and prompt. Story concept lacks focus. Story arc is weak. Repetition, wordiness, and lack of transitions disrupt story line. 	<ul style="list-style-type: none"> Organization somewhat fits purpose and prompt. Story concept has limited focus. Story arc is inconsistent. Repetition, wordiness, and lack of transitions somewhat disrupts story line. 	<ul style="list-style-type: none"> Organization mostly fits purpose and prompt. Specific story concept has generally sustained focus. Story arc is adequately controlled. Transitions are meaningful and support flow of story line. 	<ul style="list-style-type: none"> Organization fully addresses purpose and prompt. Specific story concept given sustained focus. Story arc is well-controlled. Transitions are meaningful and enhance flow of story line.
Development of Ideas	<ul style="list-style-type: none"> Plot is undeveloped. Details are inappropriate or missing. Story concept is weakly linked to prompt. Setting, characters, and mood are not developed. 	<ul style="list-style-type: none"> Plot is minimally developed. Details are sometimes inappropriate or too general. Story concept is formulaic. Setting, characters, and mood are minimally developed. 	<ul style="list-style-type: none"> Plot is sufficiently developed. Details are specific and add substance. Story concept reflects some thoughtfulness and originality. Setting, characters, and mood are developed. 	<ul style="list-style-type: none"> Plot is fully developed. Details are specific, well-chosen, and significant. Story concept is thoughtful, engaging, and original. Setting, characters, and mood are developed in detail to enhance story concept.
Language (spelling, capitalization, punctuation, grammar, usage)	<ul style="list-style-type: none"> Word choice is limited or vague. Sentences are simple, awkward, or uncontrolled. Story demonstrates poor use of correct spelling, capitalization, punctuation, and grammar conventions. Numerous errors disrupt fluency and interfere with meaning. 	<ul style="list-style-type: none"> Word choice is general or imprecise. Sentences are awkward or somewhat uncontrolled. Story demonstrates limited use of correct spelling, capitalization, punctuation, and grammar conventions. Some errors disrupt fluency or meaning. 	<ul style="list-style-type: none"> Word choice is mostly clear and specific. Sentences are varied and adequately controlled. Story demonstrates adequate use of correct spelling, capitalization, punctuation, and grammar conventions. A few errors do not disrupt fluency or affect clarity. 	<ul style="list-style-type: none"> Word choice is purposeful and precise. Sentences are purposeful, varied, and well-controlled. Story demonstrates correct use of spelling, capitalization, punctuation, and grammar conventions. Minor errors do not disrupt fluency or affect clarity.

WRITING PROMPT INVENTORY AND TEKS ALIGNMENT

	Writing Type/Genre	Title	PowerUp Themes L = Level	Subject Areas	TEKS Standards
1	Informational Text	Perseverance	L3 Determination L5 Perseverance	ELA	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.8.B, 7.8.B, 8.8.B; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.B, 7.11.B, 8.11.B optional: TEKS 6.1.D, 7.1.D, 8.1.D
2		Summer	L16 Uniqueness	ELA	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.B, 7.11.B, 8.11.B
3		Education	L13 Conflict	Social Studies	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.B, 7.11.B, 8.11.B; optional: TEKS 6.1.C, 7.1.C, 8.1.C
4	Procedural Text	Hike	L11 Exploration	Social Studies Science	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.B, 7.11.B, 8.11.B

WRITING PROMPT INVENTORY AND TEKS ALIGNMENT *continued*

	Writing Type/Genre	Title	PowerUp Themes L = Level	Subject Areas	TEKS Standards
5		Game	L6 Examination and Relaxation	Social Studies	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.B, 7.11.B, 8.11.B
6	Argumentative Text	Space	L11 Exploration L16 Uniqueness	Social Studies Science	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.C, 7.11.C, 8.11.C optional: TEKS 6.1.D, 7.1.D, 8.1.D
7		Late Start	L14 Loyalty	Social Studies	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.C, 7.11.C, 8.11.C; optional: TEKS 6.1.C, 7.1.C, 8.1.C
8		Curiosity	L7 Curiosity	ELA Social Studies	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.C, 7.11.C, 8.11.C

WRITING PROMPT INVENTORY AND TEKS ALIGNMENT *continued*

Writing Type/Genre	Title	PowerUp Themes L = Level	Subject Areas	TEKS Standards
9	Cell Phones	L5 Imagination and Education	Social Studies Science	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.C, 7.11.C, 8.11.C; optional: TEKS 6.1.C, 7.1.C, 8.1.C
10	Compassion	L10 Compassion	ELA Social Studies	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.C, 7.11.C, 8.11.C
11	Hero	L1 Transformation	ELA Social Studies	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.C, 7.11.C, 8.11.C; TEKS 6.11.D, 7.11.D, 8.11.D
12	Correspondence	L2 Investigation L9 Expectation	Social Studies	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.C, 7.11.C, 8.11.C; TEKS 6.11.D, 7.11.D, 8.11.D

WRITING PROMPT INVENTORY AND TEKS ALIGNMENT *continued*

	Writing Type/Genre	Title	PowerUp Themes L = Level	Subject Areas	TEKS Standards
13		Review	L8 Perceptiveness	ELA	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.C, 7.11.C, 8.11.C; TEKS 6.11.D, 7.11.D, 8.11.D; TEKS 6.11.D, 7.11.D, 8.11. D optional: TEKS 6.1.C, 7.1.C, 8.1.C
14		Role Model	L1 Transformation	ELA Social Studies	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.8.B, 7.8.B, 8.8.B; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.B, 7.11.B, 8.11.B; TEKS 6.11.D, 7.11.D, 8.11.D

WRITING PROMPT INVENTORY AND TEKS ALIGNMENT *continued*

15	Literary Text	<i>Eleven</i>	L11 Exploration	ELA	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.A, 7.11.A, 8.11.A
16		<i>Dust of Snow</i>	L4 Contemplation L5 Imagination	ELA	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.A, 7.11.A, 8.11.A; optional: TEKS 6.1.C, 7.1.C, 8.1.C

WRITING PROMPT INVENTORY AND TEKS ALIGNMENT *continued*

	Writing Type/Genre	Title	PowerUp Themes L = Level	Subject Areas	TEKS Standards
17		Relaxation	L6 Examination and Relaxation	ELA	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.A, 7.11.A, 8.11.A
18		<i>Wonder</i>	L12 Resilience L14 Loyalty L16 Uniqueness	ELA Social Studies	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.A, 7.11.A, 8.11.A
19		Winning	L3 Determination L15 Perseverance	ELA Social Studies	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.A, 7.11.A, 8.11.A
20		<i>The Outsiders</i>	L12 Resilience L14 Loyalty	ELA Social Studies	TEKS 6.6.B, 7.6.B, 8.6.B; TEKS 6.6.H, 7.6.H, 8.6.H; TEKS 6.6.I, 7.6.I, 8.6.I; TEKS 6.10.A, 7.10.A, 8.10.A; TEKS 6.10.B, 7.10.B, 8.10.B; TEKS 6.10.C, 7.10.C, 8.10.C; TEKS 6.10.E, 7.10.E, 8.10.E; TEKS 6.11.A, 7.11.A, 8.11.A