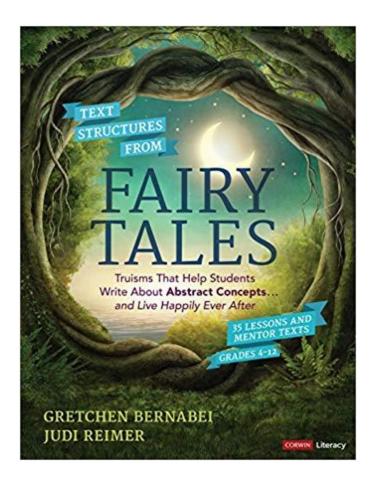
By Gretchen Bernabei and Judi Reimer



TEKS Alignment by Gina Graham

Dear Teachers,

<u>Text Structures from Fairy Tales</u> by Gretchen Bernabei and Judi Reimer is a treasure trove of familiar texts, many of which students know by heart. The history of fairy tales goes back hundreds of years and many began as oral tales told again and again, from one generation to another. The term "fairy tale" comes from the translation of Madame D'Aulnoy's *Les Conte des Fees* in 1697. Fairy tales have evolved over time. As we know them today, fairy tales can be enjoyed by a wide range of readers.

Gretchen and Judi have gathered together a collection of fairy tales with timeless themes. The various text structures give students templates they can use to express their own thoughts and ideas. The history of fairy tales comes to life as students talk about, read aloud, and write updated versions of these fairy tales.

The TEKS alignment gives teachers a road map to follow as fairy tales are woven into their instruction. Teachers can use this alignment as a jumping off point for planning and instruction. Where will each fairy tale take the reader/writer? Chart your own course.

Each lesson includes the following:

- Read the story, Look at the planning page (identify the topic), & Read the prompt
- Write your truism
- Choose a structure & change it if you need to
- Write a kernel essay
- Add details
- Add craft

Also included in <u>Text Structures From Fairy Tales</u> is an array of appendices teachers can use to keep students writing throughout the year. TEKS alignments for each of the appendices can be found on pages 22-39 of this document.

Read and write with your students. Share your thoughts. Share your writing. Create a community of readers, writers, and peer editors. Most of all – have fun!

Gina Graham

PAR	T I. STRUCTU	RES FOR WRI	TING ABOUT	LIFE THEMES							
				Gra	ide Level TEKS						
	4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV		
	Strand 4										
	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:										
Themes	8 (A) infer basic themes supported by text evidence 8 (A) infer basic themes supported by text evidence 8 (A) infer basic themes supported by text evidence 9 (A) infer basic themes supported by text evidence 10 (A) infer multiple themes within and across texts using text evidence 11 (A) infer multiple themes within and across texts using text evidence 12 (A) infer basic themes supported by text evidence 13 (A) infer basic themes supported by text evidence 14 (A) infer basic themes supported by text evidence 15 (A) infer basic themes supported themes within and across texts using text evidence 16 (A) analyze how themes are developed through characterization and plot in a variety of literary texts 18 (A) infer basic themes supported by text evidence 19 (A) infer basic themes supported themes within and across texts using text evidence 19 (A) infer basic themes supported by text evidence 20 (A) analyze how themes are developed through characterization and plot in a variety of literary texts 20 (A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts 20 (A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts 21 (A) infer multiple themes within and across texts using text evidence 22 (A) infer basic themes supported by text evidence 23 (A) infer multiple themes within and across texts using text evidence 24 (A) infer basic themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts 25 (A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts 26 (A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts 26 (A) analyze how themes are developed through characterization and plot, including characterization and plot in a										
	•	ills: listening, speakir ex texts. The student	ng, reading, writing, is expected to:	and thinking using n	nultiple texts. The st	udent uses metacog	nitive skills to both	develop and deeper	comprehension of		
ons 1-5	6(A) establish purpose for reading assigned and self- selected texts	6(A) establish purpose for reading assigned and self- selected texts	5(A) establish purpose for reading assigned and self- selected texts	5(A) establish purpose for reading assigned and self- selected texts	5(A) establish purpose for reading assigned and self- selected texts	4(A) establish purpose for reading assigned and self- selected texts					
Lessons	Write your truis	sm									
	6(E) make connections to personal experiences, ideas in other texts, and	6(E) make connections to personal experiences, ideas in other texts, and	5E) make connections to personal experiences, ideas in other texts, and	5(E) make connections to personal experiences, ideas in other texts, and	5(E) make connections to personal experiences, ideas in other texts, and	4(E) make connections to personal experiences, ideas in other texts, and					
	society	society	society	society	society	society	society	society	society		

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Choose a structure & change it if you need	l to
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Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

10(B) explain how	10(B) analyze how	9(B) analyze how	9(B) analyze how	9(B) analyze how	8(B) analyze the	8(B) analyze the	8(B) evaluate the	8(B) evaluate the
the use of text	use of text	use of text	use of text	use of text				
structure	structure	structure	structure	structure	structure to	structure to achieve	structure to	structure to achieve
contributes to the	achieve the	the author's	achieve the	the author's				
author's purpose	author's purpose	purpose	author's purpose	purpose				

Write a kernel essay

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

12(A) compose	12(A) compose	11(A) compose	11(A) compose	11(A) compose	10(A) compose	10(A) compose	10(A) compose	10(A) compose
literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such
as personal	as personal	as personal	as personal	as personal	as fiction and	as fiction and	as fiction and	as fiction and
narratives and	narratives, fiction,	narratives, fiction,	narratives, fiction,	narratives, fiction,	poetry using genre	poetry using genre	poetry using genre	poetry using genre
poetry using genre	and poetry using	and poetry using	and poetry using	and poetry using	characteristics and	characteristics and	characteristics and	characteristics and
characteristics and	genre	genre	genre	genre	craft	craft	craft	craft
craft	characteristics and	characteristics and	characteristics and	characteristics and				
	craft	craft	craft	craft				

Add details

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

11(B) develop drafts into a focused, structured, and coherent piece of writing by:		10(B) develop drafts ir piece of writing by:	nto a focused, structure	d, and coherent	9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:				
(ii) developing an engaging idea with relevant details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts, details and examples	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary	

	Add craft	Add craft											
1	Strand 6												
ns 1-5		iing, speaking, readin udent is expected to:	O, O,	ng using multiple tex	tsgenres. The stude	nt uses genre charac	teristics and craft to	compose multiple tex	cts that are				
	12(A) compose	12(A) compose	11(A) compose	11(A) compose	11(A) compose	10(A) compose	10(A) compose	10(A) compose	10(A) compose				
Lessons	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such				
S	as personal	as personal	as personal	as personal	as personal	as fiction and	as fiction and	as fiction and	as fiction and				
ت	narratives and	narratives, fiction,	narratives, fiction,	narratives, fiction,	narratives, fiction,	poetry using genre	poetry using genre	poetry using genre	poetry using				
	poetry using genre	and poetry using	and poetry using	and poetry using	and poetry using	characteristics and	characteristics and	characteristics and	genre				
	characteristics and	genre	genre	genre	genre	craft	craft	craft	characteristics				
	craft	characteristics and	characteristics and	characteristics and	characteristics and				and craft				
		craft	craft	craft	craft								

PAR	T II. STRUCTU	JRES FOR EXP	LAINING A CO	DNCEPT								
				Gra	de Level TEKS							
	4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV			
	•	Strand 6 Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:										
Explain	12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	11(B) compose informational texts, including multi- paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft	11(B) compose informational texts, including multi- paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft	11(B) compose informational texts, including multi- paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft	10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	10(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft	10(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft			
	Strand 2 Comprehension ski	· · · · · · · · · · · · · · · · · · ·	ning page (identi		· · · · · · · · · · · · · · · · · · ·	udent uses metacog	nitive skills to both	develop and deepen	comprehension of			
Lessons 6-10	6(A) establish purpose for reading assigned and self- selected texts Write your truis	6(A) establish purpose for reading assigned and self- selected texts	5(A) establish purpose for reading assigned and self- selected texts	5(A) establish purpose for reading assigned and self- selected texts	5(A) establish purpose for reading assigned and self- selected texts	4(A) establish purpose for reading assigned and self- selected texts	4(A) establish purpose for reading assigned and self- selected texts	4(A) establish purpose for reading assigned and self- selected texts	4(A) establish purpose for reading assigned and self- selected texts			
_	6(E) make connections to personal experiences, ideas in other texts, and society	6(E) make connections to personal experiences, ideas in other texts, and society	5E) make connections to personal experiences, ideas in other texts, and society	5(E) make connections to personal experiences, ideas in other texts, and society	5(E) make connections to personal experiences, ideas in other texts, and society	4(E) make connections to personal experiences, ideas in other texts, and society	4(E) make connections to personal experiences, ideas in other texts, and society	4(E) make connections to personal experiences, ideas in other texts, and society	4(E) make connections to personal experiences, ideas in other texts, and society			

by Gretchen Bernabei and Judi Reimer

Choose a structure & change it if you no	eed to
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Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

10(B) explain how	10(B) analyze how	9(B) analyze how	9(B) analyze how	9(B) analyze how	8(B) analyze the	8(B) analyze the	8(B) evaluate the	8(B) evaluate the
the use of text	use of text	use of text	use of text	use of text				
structure	structure	structure	structure	structure	structure to	structure to achieve	structure to	structure to achieve
contributes to the	achieve the	the author's	achieve the	the author's				
author's purpose	author's purpose	purpose	author's purpose	purpose				

Write a kernel essay

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

12/A) sampasa	12/A) compace	11/A) compace	11/A) compace	11/A) compace	10/A) compace	10/A) sampasa	10(A) compace	10(4) compace
12(A) compose	12(A) compose	11(A) compose	11(A) compose	11(A) compose	10(A) compose	10(A) compose	10(A) compose	10(A) compose
literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such
as personal	as personal	as personal	as personal	as personal	as fiction and	as fiction and	as fiction and	as fiction and
narratives and	narratives, fiction,	narratives, fiction,	narratives, fiction,	narratives, fiction,	poetry using genre	poetry using genre	poetry using genre	poetry using genre
poetry using genre	and poetry using	and poetry using	and poetry using	and poetry using	characteristics and	characteristics and	characteristics and	characteristics and
characteristics and	genre	genre	genre	genre	craft	craft	craft	craft
craft	characteristics and	characteristics and	characteristics and	characteristics and				
	craft	craft	craft	craft				

Add details

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

11(B) develop drafts in structured, and cohere by:					9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:				
(ii) developing an engaging idea with relevant details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts, details and examples	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary	

	Add craft								
	Strand 6								
6-10		ing, speaking, readinudent is expected to:	O, O,	ng using multiple tex	tsgenres. The stude	nt uses genre charac	teristics and craft to	compose multiple tex	ts that are
	12(A) compose	12(A) compose	11(A) compose	11(A) compose	11(A) compose	10(A) compose	10(A) compose	10(A) compose	10(A) compose
Lessons	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts sucl
SS	as personal	as personal	as personal	as personal	as personal	as fiction and	as fiction and	as fiction and	as fiction and
L e	narratives and	narratives, fiction,	narratives, fiction,	narratives, fiction,	narratives, fiction,	poetry using genre	poetry using genre	poetry using genre	poetry using
	poetry using genre	and poetry using	and poetry using	and poetry using	and poetry using	characteristics and	characteristics and	characteristics and	genre
	characteristics and	genre	genre	genre	genre	craft	craft	craft	characteristics
	craft	characteristics and	characteristics and	characteristics and	characteristics and				and craft
		craft	craft	craft	craft				

				Gra	ide Level TEKS								
	4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV				
	Strand 4												
		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:											
Characters					7 (A) analyze how themes are developed through the interaction of characters and events	6 (A) analyze how themes are developed through characterization and plot in a variety of literary texts	6 (A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures	6 (A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts	6(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts				
	8(B) explain the interactions of the characters and the changes they undergo	8(B) analyze the interactions of the characters and the changes they undergo	7(B) analyze how the characters' internal and external responses develop the plot	7(B) analyze how the characters' qualities influence events and resolution of the conflict	7(B) analyze how the characters' motivation and behaviors influence events and resolution of the conflict	6(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils	6(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events	6(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme	6(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme				
	Strand 2 Comprehension sk	•	ning page (identi		•	udent uses metacog	nitive skills to both	develop and deepen	comprehension of				
Lessons 11-15	6(A) establish purpose for reading assigned and self- selected texts	6(A) establish purpose for reading assigned and self- selected texts	5(A) establish purpose for reading assigned and self- selected texts	5(A) establish purpose for reading assigned and self- selected texts	5(A) establish purpose for reading assigned and self- selected texts	4(A) establish purpose for reading assigned and self- selected texts	4(A) establish purpose for reading assigned and self- selected texts	4(A) establish purpose for reading assigned and self- selected texts	4(A) establish purpose for reading assigned and self- selected texts				
Lessc	Write your trui	sm											
_	6(E) make connections to personal experiences, ideas	6(E) make connections to personal experiences, ideas	5E) make connections to personal experiences, ideas	5(E) make connections to personal experiences, ideas	5(E) make connections to personal experiences, ideas	4(E) make connections to personal experiences, ideas	4(E) make connections to personal experiences, ideas	4(E) make connections to personal experiences, ideas	4(E) make connections to personal experiences, ideas				

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Choose a structure & change it if you ne	ed to
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Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

10(B) explain how	10(B) analyze how	9(B) analyze how	9(B) analyze how	9(B) analyze how	8(B) analyze the	8(B) analyze the	8(B) evaluate the	8(B) evaluate the
the use of text	use of text	use of text	use of text	use of text				
structure	structure	structure	structure	structure	structure to	structure to achieve	structure to	structure to achieve
contributes to the	achieve the	the author's	achieve the	the author's				
author's purpose	author's purpose	purpose	author's purpose	purpose				

Write a kernel essay

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

42/4)	43/4)	44/4)	44/4)	44/4)	10(1)	40(4)	40(4)	40(4)
12(A) compose	12(A) compose	11(A) compose	11(A) compose	11(A) compose	10(A) compose	10(A) compose	10(A) compose	10(A) compose
literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such
as personal	as personal	as personal	as personal	as personal	as fiction and	as fiction and	as fiction and	as fiction and
narratives and	narratives, fiction,	narratives, fiction,	narratives, fiction,	narratives, fiction,	poetry using genre	poetry using genre	poetry using genre	poetry using genre
poetry using genre	and poetry using	and poetry using	and poetry using	and poetry using	characteristics and	characteristics and	characteristics and	characteristics and
characteristics and	genre	genre	genre	genre	craft	craft	craft	craft
craft	characteristics and	characteristics and	characteristics and	characteristics and				
	craft	craft	craft	craft				

Add details

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

11(B) develop drafts into a focused, structured, and coherent piece of writing by:		10(B) develop drafts into a focused, structured, and coherent piece of writing by:			9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:			
(ii) developing an engaging idea with relevant details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts, details and examples	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary

	Add craft	Add craft											
	Strand 6												
1-15	•	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:											
7	12(A) compose	12(A) compose	11(A) compose	11(A) compose	11(A) compose	10(A) compose	10(A) compose	10(A) compose	10(A) compose				
Lessons	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such				
SS	as personal	as personal	as personal	as personal	as personal	as fiction and	as fiction and	as fiction and	as fiction and				
ě	narratives and	narratives, fiction,	narratives, fiction,	narratives, fiction,	narratives, fiction,	poetry using genre	poetry using genre	poetry using genre	poetry using				
_	poetry using genre	and poetry using	and poetry using	and poetry using	and poetry using	characteristics and	characteristics and	characteristics and	genre				
	characteristics and	genre	genre	genre	genre	craft	craft	craft	characteristics				
	craft	characteristics and	characteristics and	characteristics and	characteristics and				and craft				
		craft	craft	craft	craft								

				Gra	ide Level TEKS							
	4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV			
	Strand 4											
mes	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:											
Analyze Themes	8 (A) infer basic themes supported by text evidence	8 (A) infer basic themes supported by text evidence	7 (A) infer multiple themes within and across texts using text evidence	7 (A) infer multiple themes within and across texts using text evidence	7 (A) analyze how themes are developed through the interaction of characters and events	6 (A) analyze how themes are developed through characterization and plot in a variety of literary texts	6 (A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts	6 (A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in	6(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in			
	Strand 2		ning page (identi				representing different cultures	a variety of literary texts	texts			
	Strand 2 Comprehension sk	ills: listening, speakir	ng, reading, writing,			udent uses metacog	different cultures	texts	texts			
ins 16-20	Strand 2 Comprehension sk		ng, reading, writing,			4(A) establish purpose for reading assigned and self-selected texts	different cultures	texts				
9	Strand 2 Comprehension sk increasingly comple 6(A) establish purpose for reading assigned and self-	ills: listening, speakir ex texts. The student 6(A) establish purpose for reading assigned and self- selected texts	ng, reading, writing, is expected to: 5(A) establish purpose for reading assigned and self-	and thinking using n 5(A) establish purpose for reading assigned and self-	onultiple texts. The standard sets 5(A) establish purpose for reading assigned and self-	4(A) establish purpose for reading assigned and self-	nitive skills to both 4(A) establish purpose for reading assigned and self-	develop and deepen 4(A) establish purpose for reading assigned and self-	comprehension of 4(A) establish purpose for readin assigned and self-			

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Choose a structure & change it if you ne	ed to
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Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

10(B) explain how	10(B) analyze how	9(B) analyze how	9(B) analyze how	9(B) analyze how	8(B) analyze the	8(B) analyze the	8(B) evaluate the	8(B) evaluate the
the use of text	use of text	use of text	use of text	use of text				
structure	structure	structure	structure	structure	structure to	structure to achieve	structure to	structure to achieve
contributes to the	achieve the	the author's	achieve the	the author's				
author's purpose	author's purpose	purpose	author's purpose	purpose				

Write a kernel essay

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

12(A) compose	12(A) compose	11(A) compose	11(A) compose	11(A) compose	10(A) compose	10(A) compose	10(A) compose	10(A) compose
literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such
as personal	as personal	as personal	as personal	as personal	as fiction and	as fiction and	as fiction and	as fiction and
narratives and	narratives, fiction,	narratives, fiction,	narratives, fiction,	narratives, fiction,	poetry using genre	poetry using genre	poetry using genre	poetry using genre
poetry using genre	and poetry using	and poetry using	and poetry using	and poetry using	characteristics and	characteristics and	characteristics and	characteristics and
characteristics and	genre	genre	genre	genre	craft	craft	craft	craft
craft	characteristics and	characteristics and	characteristics and	characteristics and				
	craft	craft	craft	craft				

Add details

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

11(B) develop drafts into a focused, structured, and coherent piece of writing by:	10(B) develop drafts into a focupiece of writing by:	used, structured, and coherent	9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:			
(ii) developing an engaging idea with relevant details (ii) developing an engaging idea reflecting depth of thought with specific facts and details	engaging idea engag reflecting depth reflec of thought with of tho	eveloping an ging idea engaging idea reflecting depth ought with fic facts and ls details and examples	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary

	Add craft											
20	Strand 6 Composition: listen	Strand 6 Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are										
16-	meaningful. The stu 12(A) compose	ident is expected to: 12(A) compose	11(A) compose	11(A) compose	11(A) compose	10(A) compose	10(A) compose	10(A) compose	10(A) compose			
Suc	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such			
Lesson	as personal	as personal	as personal	as personal	as personal	as fiction and	as fiction and	as fiction and	as fiction and			
ě	narratives and	narratives, fiction,	narratives, fiction,	narratives, fiction,	narratives, fiction,	poetry using genre	poetry using genre	poetry using genre	poetry using			
_	poetry using genre	and poetry using	and poetry using	and poetry using	and poetry using	characteristics and	characteristics and	characteristics and	genre			
	characteristics and	genre	genre	genre	genre	craft	craft	craft	characteristics			
	craft	characteristics and	characteristics and	characteristics and	characteristics and				and craft			
		craft	craft	craft	craft							

				Gra	de Level TEKS						
	4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV		
	Strand 4 Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:										
Plot	8(C) analyze plot elements, including the rising action, climax, falling action, and resolution	8(C) analyze plot elements, including the rising action, climax, falling action, and resolution	7(C) analyze plot elements, including the rising action, climax, falling action, resolution, and non-linear elements such as flashback	7(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	7(C) analyze non- linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear	6(C) analyze non- linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear	6(C) analyze isolated scenes and their contribution to the success of the plot as a whole	6(C) evaluate how different literary elements shape the author's portrayal of the plot	6(C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action		
	Read the Story,	Look at the plan	ning page (identi	fy the topic), & R	plot development	plot development					
	Strand 2 Comprehension ski	ills: listening, speakir	ning page (identi		plot development ead the Prompt	plot development	nitive skills to both	develop and deepen	comprehension c		
ns 21-25	Strand 2 Comprehension ski	•	ning page (identi		plot development ead the Prompt	plot development	nitive skills to both 4(A) establish purpose for reading assigned and self- selected texts	develop and deepen 4(A) establish purpose for reading assigned and self- selected texts	4(A) establish purpose for reading assigned and self-selected texts		
$\overline{}$	Strand 2 Comprehension ski increasingly comple 6(A) establish purpose for reading assigned and self-	ills: listening, speakir ex texts. The student 6(A) establish purpose for reading assigned and self- selected texts	ning page (identing) ng, reading, writing, is expected to: 5(A) establish purpose for reading assigned and self-	and thinking using n 5(A) establish purpose for reading assigned and self-	plot development ead the Prompt nultiple texts. The st 5(A) establish purpose for reading assigned and self-	udent uses metacog 4(A) establish purpose for reading assigned and self-	4(A) establish purpose for reading assigned and self-	4(A) establish purpose for reading assigned and self-	4(A) establish purpose for reading assigned and self-		

by Gretchen Bernabei and Judi Reimer

Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

10(B) explain how	10(B) analyze how	9(B) analyze how	9(B) analyze how	9(B) analyze how	8(B) analyze the	8(B) analyze the	8(B) evaluate the	8(B) evaluate the
the use of text	use of text	use of text	use of text	use of text				
structure	structure	structure	structure	structure	structure to	structure to achieve	structure to	structure to achieve
contributes to the	achieve the	the author's	achieve the	the author's				
author's purpose	author's purpose	purpose	author's purpose	purpose				

Write a kernel essay

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

12(A) compose	12(A) compose	11(A) compose	11(A) compose	11(A) compose	10(A) compose	10(A) compose	10(A) compose	10(A) compose
literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such
as personal	as personal	as personal	as personal	as personal	as fiction and	as fiction and	as fiction and	as fiction and
narratives and	narratives, fiction,	narratives, fiction,	narratives, fiction,	narratives, fiction,	poetry using genre	poetry using genre	poetry using genre	poetry using genre
poetry using genre	and poetry using	and poetry using	and poetry using	and poetry using	characteristics and	characteristics and	characteristics and	characteristics and
characteristics and	genre	genre	genre	genre	craft	craft	craft	craft
craft	characteristics and	characteristics and	characteristics and	characteristics and				
	craft	craft	craft	craft				

Add details

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

11(B) develop drafts into a focused, structured, and coherent piece of writing by:	10(B) develop drafts into a focused, structor piece of writing by:	9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:				
(ii) developing an engaging idea with relevant details (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details (ii) developing an engaging idea reflecting depth of thought with specific facts and details	engaging idea reflecting depth of thought with	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary

	Add craft	Add craft												
	Strand 6													
1-25	•	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:												
2	12(A) compose	12(A) compose	11(A) compose	11(A) compose	11(A) compose	10(A) compose	10(A) compose	10(A) compose	10(A) compose					
ns	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such					
SSC	as personal	as personal	as personal	as personal	as personal	as fiction and	as fiction and	as fiction and	as fiction and					
Lesson	narratives and	narratives, fiction,	narratives, fiction,	narratives, fiction,	narratives, fiction,	poetry using genre	poetry using genre	poetry using genre	poetry using					
_	poetry using genre	and poetry using	and poetry using	and poetry using	and poetry using	characteristics and	characteristics and	characteristics and	genre					
	characteristics and	genre	genre	genre	genre	craft	craft	craft	characteristics					
	craft	characteristics and	characteristics and	characteristics and	characteristics and				and craft					
		craft	craft	craft	craft									

				G	Grade Level TEKS								
	4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV				
	Strand 4 Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
±	9(E) recognize characteristics and structures of argumentative text by:	9(E) recognize characteristics and structures of argumentative text by:	8(E) analyze characteristics and structures of argumentative text by:	8(E) analyze characteristics and structures of argumentative text by:	8(E) analyze characteristics and structures of argumentative text by:	7(E) analyze characteristics and structural elements of argumentative texts such as:	7(E) analyze characteristics and structural elements of argumentative texts such as:	7(E) analyze characteristics and structural elements of argumentative texts such as:	7(E) critique and evaluate characteristics and structural elements of argumentative texts such as:				
Argument	(i) identifying the claim	(i) identifying the claim	(i) identifying the claim	(i) identifying the claim	(i) identifying the claim and analyzing the argument	(i) clear arguable claim, appeals, and convincing conclusion	(i) clear arguable claim, appeals, and convincing conclusion	(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action	(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action				
	(ii) explaining how the author has used facts for an argument	(ii) explaining how the author has used facts for or against an argument	(ii) explaining how the author uses various types of evidence to support the argument	(ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument	(ii) identifying and explaining the counter argument	(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals	(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals	(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals	(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals				
	•	, Look at the plai	nning page (iden	tify the topic), &	Read the Promp	ot							
0	•	ills: listening, speak ex texts. The studen		, and thinking using	g multiple texts. The	student uses metaco	ognitive skills to both	develop and deeper	n comprehension c				
Lessons 26-30	6(A) establish purpose for reading assigned and self- selected texts	6(A) establish purpose for reading assigned and self- selected texts	5(A) establish purpose for reading assigned and self- selected texts	5(A) establish purpose for reading assigned and self- selected texts	5(A) establish purpose for reading assigned and self- selected texts	4(A) establish purpose for reading assigned and self-selected texts	4(A) establish purpose for reading assigned and self-selected texts	4(A) establish purpose for reading assigned and self-selected texts	4(A) establish purpos for reading assigned and self-selected texts				
SSO	Write your trui	sm											
9	6(E) make connections to personal experiences, ideas in other texts, and society	6(E) make connections to personal experiences, ideas in other texts, and society	5E) make connections to personal experiences, ideas in other texts, and society	5(E) make connections to personal experiences, ideas in other texts, and society	5(E) make connections to personal experiences, ideas in other texts, and society	4(E) make connections to personal experiences, ideas in other texts, and society	4(E) make connections to personal experiences, ideas in other texts, and society	4(E) make connections to personal experiences, ideas in other texts, and society	4(E) make connections to personal experience ideas in other texts, and society				

by Gretchen Bernabei and Judi Reimer

Choose a structure & change it if you need	l to
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Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

10(B) explain how	10(B) analyze how	9(B) analyze how	9(B) analyze how	9(B) analyze how	8(B) analyze the	8(B) analyze the	8(B) evaluate the	8(B) evaluate the
the use of text	use of text	use of text	use of text	use of text				
structure	structure	structure	structure	structure	structure to	structure to achieve	structure to	structure to achieve
contributes to the	achieve the	the author's	achieve the	the author's				
author's purpose	author's purpose	purpose	author's purpose	purpose				

Write a kernel essay

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

12(A) compose	12(A) compose	11(A) compose	11(A) compose	11(A) compose	10(A) compose	10(A) compose	10(A) compose	10(A) compose
literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such
as personal	as personal	as personal	as personal	as personal	as fiction and	as fiction and	as fiction and	as fiction and
narratives and	narratives, fiction,	narratives, fiction,	narratives, fiction,	narratives, fiction,	poetry using genre	poetry using genre	poetry using genre	poetry using genre
poetry using genre	and poetry using	and poetry using	and poetry using	and poetry using	characteristics and	characteristics and	characteristics and	characteristics and
characteristics and	genre	genre	genre	genre	craft	craft	craft	craft
craft	characteristics and	characteristics and	characteristics and	characteristics and				
	craft	craft	craft	craft				

Add details

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple textsthat are legible and uses appropriate conventions. The student is expected to:

11(B) develop drafts into a focused, structured, and coherent piece of writing by:		10(B) develop drafts into a focused, structured, and coherent piece of writing by:			9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:			
engaging idea with relevant details refl tho	developing an gaging idea flecting depth of ought with ecific facts and tails	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts, details and examples	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary

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0	Add craft											
	Strand 6											
26-30	•	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:										
	12(A) compose	12(A) compose	11(A) compose	11(A) compose	11(A) compose	10(A) compose	10(A) compose	10(A) compose	10(A) compose			
Ë	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such			
SSC	as personal	as personal	as personal	as personal	as personal	as fiction and	as fiction and	as fiction and	as fiction and			
Lessons	narratives and	narratives, fiction,	narratives, fiction,	narratives, fiction,	narratives, fiction,	poetry using genre	poetry using genre	poetry using genre	poetry using			
_	poetry using genre	and poetry using	and poetry using	and poetry using	and poetry using	characteristics and	characteristics and	characteristics and	genre			
	characteristics and	genre	genre	genre	genre	craft	craft	craft	characteristics			
	craft	characteristics and	characteristics and	characteristics and	characteristics and				and craft			
		craft	craft	craft	craft							

If students choose to develop their argumentative texts, the following TEKS will also apply:

				G	rade Level TEKS						
	4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV		
	Strand 6										
٠,	Composition: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student uses genre characteristics and craft to compose multiple texts that are										
ent	meaningful. The student is expected to:										
gum	12(C) compose	12(C) compose	11(C) compose	11(C) compose	11(C) compose	10(C) compose	10(C) compose	10(C) compose	10(C) compose		
18	argumentative	argumentative	multi- paragraph	multi- paragraph	multi- paragraph	argumentative texts	argumentative	argumentative	argumentative		
Ā	texts, including	texts, including	argumentative	argumentative	argumentative	using genre	texts using genre	texts using genre	texts using genre		
	opinion essays,	opinion essays,	texts using genre	texts using genre	texts using genre	characteristics and	characteristics and	characteristics and	characteristics and		
	using genre	using genre	characteristics and	characteristics and	characteristics and	craft	craft	craft	craft		
	characteristics	characteristics and	craft	craft	craft						
	and craft	craft									

PAR	T VII. STRUCT	TURES FOR CO	ONTENT-AREA	WRITING					
				Gra	ide Level TEKS				
	4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV
	•	ing, speaking, readingudent is expected to:	g, writing, and thinkir	ng using multiple text	sgenres. The stude	nt uses genre charact	eristics and craft to co	ompose multiple text	s that are
Content Writing	12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	11(B) compose informational texts, including multi- paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft	11(B) compose informational texts, including multi- paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft	11(B) compose informational texts, including multi- paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft	10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	10(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft	10(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft
	Strand 2 Comprehension ski		ning page (identi			udent uses metacog	nitive skills to both	develop and deepen	comprehension of
Lessons 31-35	6(A) establish purpose for reading assigned and self-selected texts Write your truis	6(A) establish purpose for reading assigned and self- selected texts	5(A) establish purpose for reading assigned and self- selected texts	5(A) establish purpose for reading assigned and self- selected texts	5(A) establish purpose for reading assigned and self- selected texts	4(A) establish purpose for reading assigned and self- selected texts	4(A) establish purpose for reading assigned and self- selected texts	4(A) establish purpose for reading assigned and self- selected texts	4(A) establish purpose for reading assigned and self- selected texts
	6(E) make connections to personal experiences, ideas in other texts, and society	6(E) make connections to personal experiences, ideas in other texts, and society	5E) make connections to personal experiences, ideas in other texts, and society	5(E) make connections to personal experiences, ideas in other texts, and society	5(E) make connections to personal experiences, ideas in other texts, and society	4(E) make connections to personal experiences, ideas in other texts, and society	4(E) make connections to personal experiences, ideas in other texts, and society	4(E) make connections to personal experiences, ideas in other texts, and society	4(E) make connections to personal experiences, ideas in other texts, and society

by Gretchen Bernabei and Judi Reimer

Choose a structure & change it if you ne	ed to
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Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

10(B) explain how	10(B) analyze how	9(B) analyze how	9(B) analyze how	9(B) analyze how	8(B) analyze the	8(B) analyze the	8(B) evaluate the	8(B) evaluate the
the use of text	use of text	use of text	use of text	use of text				
structure	structure	structure	structure	structure	structure to	structure to achieve	structure to	structure to achieve
contributes to the	achieve the	the author's	achieve the	the author's				
author's purpose	author's purpose	purpose	author's purpose	purpose				

Write a kernel essay

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

12(A) compose	12(A) compose	11(A) compose	11(A) compose	11(A) compose	10(A) compose	10(A) compose	10(A) compose	10(A) compose
literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such
as personal	as personal	as personal	as personal	as personal	as fiction and	as fiction and	as fiction and	as fiction and
narratives and	narratives, fiction,	narratives, fiction,	narratives, fiction,	narratives, fiction,	poetry using genre	poetry using genre	poetry using genre	poetry using genre
poetry using genre	and poetry using	and poetry using	and poetry using	and poetry using	characteristics and	characteristics and	characteristics and	characteristics and
characteristics and	genre	genre	genre	genre	craft	craft	craft	craft
craft	characteristics and	characteristics and	characteristics and	characteristics and				
	craft	craft	craft	craft				

Add details

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

11(B) develop drafts in structured, and cohere by:	•	piece of writing by:			9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:			
(ii) developing an engaging idea with relevant details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts, details and examples	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary

	Add craft											
	Strand 6											
1-35	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:											
Ω Ω	12(A) compose	12(A) compose	11(A) compose	11(A) compose	11(A) compose	10(A) compose	10(A) compose	10(A) compose	10(A) compose			
Lessons	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such	literary texts such			
SS	as personal	as personal	as personal	as personal	as personal	as fiction and	as fiction and	as fiction and	as fiction and			
ě	narratives and	narratives, fiction,	narratives, fiction,	narratives, fiction,	narratives, fiction,	poetry using genre	poetry using genre	poetry using genre	poetry using			
_	poetry using genre	and poetry using	and poetry using	and poetry using	and poetry using	characteristics and	characteristics and	characteristics and	genre			
	characteristics and	genre	genre	genre	genre	craft	craft	craft	characteristics			
	craft	characteristics and	characteristics and	characteristics and	characteristics and				and craft			
		craft	craft	craft	craft							

by Gretchen Bernabei and Judi Reimer

Appendices

Complete Text	Structures Collec	tion, p. 163-169						
				Grade Level TEKS				
4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV
Strand 5								
Author's purpose a	nd craft: listening, sp	eaking, reading, writ	ing, and thinking usin	g multiple texts. The	student uses critical	inquiry to analyze the	e authors' choices an	d how they
influence and comr	municate meaning wi	ithin a variety of texts	s. The student analyzo	es and applies autho	's craft purposefully	in order to develop h	is or her own produc	ts and
performances. The	student is expected	to:						
10(B) explain how	10(B) analyze how	9(B) analyze how	9(B) analyze how	9(B) analyze how	8(B) analyze the	8(B) analyze the	8(B) evaluate the	8(B) evaluate the
the use of text	the use of text	the use of text	the use of text	the use of text	use of text	use of text	use of text	use of text
structure	structure	structure	structure	structure	structure to	structure to achieve	structure to	structure to achieve
contributes to the	contributes to the	contributes to the	contributes to the	contributes to the	achieve the	the author's	achieve the	the author's
author's purpose	author's purpose	author's purpose	author's purpose	author's purpose	author's purpose	purpose	author's purpose	purpose

				Grade Level TEKS	5			
4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV
	staining foundational Ission. The student is	language skills: lister expected to:	ning, speaking, discus	sion, and thinkingo	ral language. The stu	dent develops oral la	nguage through liste	ning,
1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments	1(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	1(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately	1(A) listen actively to interpret a message, ask clarifying questions that build on others' ideas	1(A) listen actively to interpret a message by summarizing, asking questions, and making comments	1(A) engage in meaningful and respectful discourse by listening, responding appropriately, and adjusting communication to audiences and purposes	1(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes	1(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax	1(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategie
1(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	1(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and the conventions of language to communicate ideas effectively	1(C) give an organized presentation with a apecific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and the conventions of language to communicate ideas effectively	1(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and the conventions of language to communicate ideas effectively	1(C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and the conventions of language to communicate ideas effectively	1(C) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	1(C) give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	1(C) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate effectively	1(C) formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gesture and conventions of language to communicate effectively

Grade Level TEKS											
4 5 6 7 8 Eng I Eng II Eng III Eng IV											
influence and com	municate meaning w	ithin a variety of text	c The student analyz	as and annline autho	r's craft nurnasafullu		later and later and account to the aller				
performances. The	student is expected	•	s. The student analyz	es and applies autho	or's craft purposeruny	in order to develop	nis or ner own produc	cts and			
	J	•	5(E) make	5(E) make	4(E) make	4(E) make	4(E) make	4(E) make			
G(E) make	student is expected	to:	,		, ,	·					
6(E) make connections to	student is expected 6(E) make	to:	5(E) make	5(E) make	4(E) make	4(E) make	4(E) make	4(E) make			
6(E) make connections to personal	student is expected 6(E) make connections to	to: 5E) make connections to	5(E) make connections to	5(E) make connections to	4(E) make connections to	4(E) make connections to	4(E) make connections to	4(E) make connections to			
performances. The 6(E) make connections to personal experiences, ideas in other texts, and	6(E) make connections to personal	to: SE) make connections to personal	5(E) make connections to personal	5(E) make connections to personal	4(E) make connections to personal	4(E) make connections to personal	4(E) make connections to personal	4(E) make connections to personal			

Adding Details,	p. 187-8								
				Grade Level	ΓEKS				
4	5	6	7	8		Eng I	Eng II	Eng III	Eng IV
•	o o. o	, writing, and thinking uudent is expected to:	using multiple textsw	riting process. T	he stu	udent uses the writing	process recursively to	compose multiple te	xts that are legible
	11(B) develop drafts into a focused, structured, and coherent piece of writing piece of writing by:						cused, structured, and col	nerent piece of writing i	n timed and open-
(ii) developing an engaging idea with relevant details	(ii) developing an engaging idea reflecting depth of thought withspecific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing engaging idea reflecting dept thought with specific facts, details and examples		(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought withspecific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary

by Gretchen Bernabei and Judi Reimer

				Grade Level TEKS	5			
4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 2								
•	s: listening, speaking, tudent is expected to:		hinking using multiple	e texts. The student us	es metacognitive skills	to both develop and	deepen comprehensic	on of increasingly
6(D) create mental	6(D) create mental	5(D) create mental	5(D) create mental	5(D) create mental	4(D) create mental	4(D) create mental	4(D) create mental	4(D) create mental
images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen
understanding	understanding	understanding	understanding	understanding	understanding	understanding	understanding	understanding
6(F) make	6(F) make	5(F) make	5(F) make	5(F) make	4(F) make	4(F) make	4(F) make	4(F) make
inferences and use	inferences and use	inferences and use	inferences and use	inferences and use	inferences and use	inferences and use	inferences and use	inferences and use
evidence to support	evidence to support	evidence to support	evidence to support	evidence to support	evidence to support	evidence to support	evidence to support	evidence to suppor
understanding	understanding	understanding	understanding	understanding	understanding	understanding	understanding	understanding
5(G) evaluate	6(G) evaluate	5(G) evaluate	5(G) evaluate	5(G) evaluate	4(G) evaluate	4(G) evaluate	4(G) evaluate	4(G) evaluate
details to	details to	details to	details to	details to	details to	details to	details to	details to
determine what is	determine what is	determine what is	determine what is	determine what is	determine what is	determine what is	determine what is	determine what is
most important	most important	most important	most important	most important	most important	most important	most important	most important
with adult assistance	with adult assistance	with adult assistance	with adult assistance	with adult assistance	with adult assistance	with adult assistance	with adult assistance	with adult assistance
6(H) synthesize information to	6(H) synthesize information to	5(H) synthesize information to	5(H) synthesize information to	5(H) synthesize information to	4(H) synthesize information from			
create new	create new	create new	create new	create new	two texts to create			
understanding with	understanding with	understanding with	understanding with	understanding with	new understanding	new understanding	new understanding	new understandin
adult assistance	adult assistance	adult assistance	adult assistance	adult assistance				
Strand 3							l	l
Response skills: liste	ning, speaking, readin	g, writing, and thinkin	g using multiple texts.	The student responds	to an increasingly cha	allenging variety of so	urces that are read, he	eard, or viewed. The
student is expected		.		·	0,			
7(A) describe	7(A) describe	6(A) describe	6(A) describe	6(A) describe	5(A) describe	5(A) describe	5(A) describe	5(A) describe
personal	personal	personal	personal	personal	personal	personal	personal	personal
connections to a	connections to a	connections to a	connections to a	connections to a	connections to a	connections to a	connections to a	connections to a
variety of sources,	variety of sources,	variety of sources,	variety of sources,	variety of sources,	variety of sources,	variety of sources,	variety of sources,	variety of sources,
including self-	including self-	including self-	including self-	including self-	including self-	including self-	including self-	including self-
selected texts	selected texts	selected texts	selected texts	selected texts	selected texts	selected texts	selected texts	selected texts

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

11(D) edit drafts using standard English conventions, including:	11(D) edit drafts using standard English conventions, including:	10(D) edit drafts using standard English conventions, including:	10(D) edit drafts using standard English conventions, including:	10(D) edit drafts using standard English conventions, including:	9(D) edit drafts using standard English conventions, including:	9(D) edit drafts using standard English conventions, including:	9(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	9(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate
(viii) coordinating conjunctions to form compound subjects, predicates, and sentences	(viii) subordinating conjunctions to form complex sentences	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor					
(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

Sparkling Sentences, p. 190-1										
				Grade Level TEKS						
4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV		
	ng, speaking, reading, e conventions. The stu	-	using multiple textsw	vriting process. The stu	udent uses the writing	process recursively to	compose multiple tex	xts that are legible		
11(D) edit drafts using standard English conventions, including:	11(D) edit drafts using standard English conventions, including:	10(D) edit drafts using standard English conventions, including:	10(D) edit drafts using standard English conventions, including:	10(D) edit drafts using standard English conventions, including:	9(D) edit drafts using standard English conventions, including:	9(D) edit drafts using standard English conventions, including:	9(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	9(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate		
(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (viii) punctuation marks, including commas in complex sentences, transitions, and introductory element	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate				

11 Minute Essay	, p. 192							
	•			Grade Level TEKS				
4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV
Strand 2		•						
Comprehension skil	ls: listening, speaking,	reading, writing, and t	hinking using multiple	texts. The student us	es metacognitive skills	to both develop and	deepen comprehensio	on of increasingly
•	student is expected to						,	
6(A) establish	6(A) establish	5(A) establish	5(A) establish	5(A) establish	4(A) establish	4(A) establish	4(A) establish	4(A) establish
purpose for reading	purpose for reading	purpose for reading	purpose for reading	purpose for reading	purpose for reading	purpose for reading	purpose for reading	purpose for reading
assigned and self-	assigned and self-	assigned and self-	assigned and self-	assigned and self-	assigned and self-	assigned and self-	assigned and self-	assigned and self-
selected texts	selected texts	selected texts	selected texts	selected texts	selected texts	selected texts	selected texts	selected texts
6(E) make	6(E) make	5E) make	5(E) make	5(E) make	4(E) make	4(E) make	4(E) make	4(E) make
connections to	connections to	connections to	connections to	connections to	connections to	connections to	connections to	connections to
personal	personal	personal	personal	personal	personal	personal	personal	personal
experiences, ideas in	experiences, ideas in	experiences, ideas in	experiences, ideas in	experiences, ideas in	experiences, ideas in	experiences, ideas in	experiences, ideas in	experiences, ideas ir
other texts, and	other texts, and	other texts, and	other texts, and	other texts, and	other texts, and	other texts, and	other texts, and	other texts, and
society	society	society	society	society	society	society	society	society
6(F) make	6(F) make	5(F) make	5(F) make	5(F) make	4(F) make	4(F) make	4(F) make	4(F) make
inferences and use	inferences and use	inferences and use	inferences and use	inferences and use	inferences and use	inferences and use	inferences and use	inferences and use
evidence to support	evidence to support	evidence to support	evidence to support	evidence to support	evidence to support	evidence to support	evidence to support	evidence to support
understanding	understanding	understanding	understanding	understanding	understanding	understanding	understanding	understanding
student is expected	to:	writing, and thinking	· · · · · · · · · · · · · · · · · · ·	<u> </u>	_			<u>-</u>
12(B) compose informational texts,	12(B) compose informational texts,	11(B) compose informational texts,	11(B) compose informational texts,	11(B) compose informational texts,	10(B) compose informational texts	10(B) compose informational texts	10(B) compose informational texts	10(B) compose informational texts
•	· ·	1	·	· ·				
including brief compositions that	including brief compositions that	including multi-	including multi-	including multi- paragraph essays	such as explanatory essays, reports, and	such as explanatory essays, reports, and	such as explanatory	such as explanatory
convey information	convey information	paragraph essays that convey	paragraph essays that convey	that convey	personal essays	1 ' ' ' '	essays, reports,	essays, reports,
about a topic, using	about a topic, using	information about a	information about a	information about a	using genre	personal essays using genre	resumes, and personal essays	resumes, and personal essays
a clear central idea	a clear central idea	topic, using a clear	topic, using a clear	topic, using a clear	characteristics and	characteristics and	using genre	using genre
and genre	and genre	controlling idea or	controlling idea or	controlling idea or	craft	craft	characteristics and	characteristics and
characteristics and	characteristics and	thesis statement	thesis statement	thesis statement	Clait	Clait	craft	craft
craft	craft	and genre	and genre	and genre			Crart	Crait
Clait	Clait	characteristics and	characteristics and	characteristics and				
		craft	craft	craft				
11(C) revise drafts	11(C) revise drafts	10(C) revise drafts	10(C) revise drafts	10(C) revise drafts	9(C) revise drafts to	9(C) revise drafts to	9(C) revise drafts to	9(C) revise drafts to
to improve	to improve	for clarity,	for clarity,	for clarity,	improve clarity,	improve clarity,	improve clarity,	improve clarity,
sentence structure	sentence structure	development,	development,	development,	development,	development,	development,	development,
and word choice by	and word choice by	organization, style,	organization, style,	organization, style,	organization, style,	organization, style,	organization, style,	organization, style,
adding, deleting,	adding, deleting,	word choice, and	word choice, and	word choice, and	diction, and	diction, and	diction, and	diction, and
combining, and	combining, and	sentence variety	sentence variety	sentence variety	sentence	sentence	sentence fluency,	sentence fluency,
combining, and	combining, and	Series variety	Series variety	Series variety	Jantenee	Jentenee	series indericy,	Jentence nachey,

rearranging ideas	rearranging ideas		effectiveness,	effectiveness,	both within and	both within and
for coherence and	for coherence and		including use of	including use of	between sentences	between sentences
clarity	clarity		parallel	parallel		
			constructions and	constructions and		
			placement of	placement of		
			phrases and	phrases and		
			dependent clauses	dependent clauses		

Ba – da – bing!, p. 194-5									
			(Grade Level TEKS	5				
4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Strand 2									
	s: listening, speaking, student is expected to:		hinking using multiple	texts. The student us	es metacognitive skills	to both develop and	deepen comprehensic	on of increasingly	
6(D) create mental images to deepen understanding	6(D) create mental images to deepen understanding	5(D) create mental images to deepen understanding	5(D) create mental images to deepen understanding	5(D) create mental images to deepen understanding	4(D) create mental images to deepen understanding				
6(F) make inferences and use evidence to support understanding	6(F) make inferences and use evidence to support understanding	5(F) make inferences and use evidence to support understanding	5(F) make inferences and use evidence to support understanding	5(F) make inferences and use evidence to support understanding	4(F) make inferences and use evidence to support understanding				
6(G) evaluate details to determine what is most important with adult assistance	6(G) evaluate details to determine what is most important with adult assistance	5(G) evaluate details to determine what is most important with adult assistance	5(G) evaluate details to determine what is most important with adult assistance	5(G) evaluate details to determine what is most important with adult assistance	4(G) evaluate details to determine what is most important with adult assistance	4(G) evaluate details to determine what is most important with adult assistance	4(G) evaluate details to determine what is most important with adult assistance	4(G) evaluate details to determine what is most important with adult assistance	
Strand 3 Response skills: liste student is expected	ning, speaking, readin to:	g, writing, and thinkin	g using multiple texts.	The student responds	to an increasingly cha	allenging variety of so	urces that are read, he	eard, or viewed. The	
7(A) describe personal connections to a variety of sources, including self- selected texts	7(A) describe personal connections to a variety of sources, including self-selected texts	6(A) describe personal connections to a variety of sources, including self- selected texts	6(A) describe personal connections to a variety of sources, including self- selected texts	6(A) describe personal connections to a variety of sources, including self- selected texts	5(A) describe personal connections to a variety of sources, including self- selected texts	5(A) describe personal connections to a variety of sources, including self- selected texts	5(A) describe personal connections to a variety of sources, including self- selected texts	5(A) describe personal connections to a variety of sources, including self- selected texts	

Writer's Toolbox	x with Dead Givea	ways, p. 196-97							
Images & Sensory Details									
Grade Level TEKS									
4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Strand 2									
•	s: listening, speaking, tudent is expected to:	O, O,	hinking using multiple	texts. The student us	es metacognitive skill	s to both develop and	deepen comprehensi	on of increasingly	
6(D) create mental	6(D) create mental	5(D) create mental	5(D) create mental	5(D) create mental	4(D) create mental	4(D) create mental	4(D) create mental	4(D) create mental	
images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	
understanding	understanding	understanding	understanding	understanding	understanding	understanding	understanding	understanding	
influence and comm	d craft: listening, spea nunicate meaning with student is expected to:	in a variety of texts. Tl	0 0	•	· ·			ney	
10(D) describe how	10(D) describe how	9(D) describe how	9(D) describe how	9(D) describe how	9(D) analyze how	9(D) analyze how	9(D) evaluate how	9(D) critique and	
the author's use of	the author's use of	the author's use of	the author's use of	the author's use of	the author's use of	the author's use of	the author's use of	evaluate how the	
imagery, literal and	imagery, literal and	figurative language	figurative language	figurative language	language achieves	language informs	language informs	author's use of	
figurative language	figurative language	such as metaphor	such as metaphor	such as extended	specific purposes	and shapes the	and shapes the	language informs	
such as simile and	such as simile and	and personification	and personification	metaphor achieves		perception of	perception of	and shapes the	
metaphor, and sound devices such	metaphor, and sound devices	achieves specific	achieves specific	specific purposes		readers	readers	perception of readers	
as alliteration and	achieves specific	purposes	purposes					readers	
assonance achieves	purposes								
specific purposes	pa.poses								

Writer's Toolbo	x with Dead Givea	ways, p. 196-97							
Pitchforks									
Grade Level TEKS									
4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
•	ing, speaking, reading, te conventions. The st	<u> </u>	using multiple texts	writing process. The st	udent uses the writing	g process recursively to	o compose multiple te	exts that are legible	
11(D) edit drafts using standard English conventions, including:	11(D) edit drafts using standard English conventions, including:	10(D) edit drafts using standard English conventions, including:	10(D) edit drafts using standard English conventions, including:	10(D) edit drafts using standard English conventions, including:	9(D) edit drafts using standard English conventions, including:	9(D) edit drafts using standard English conventions, including:	9(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	9(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) coordinating conjunctions to form compound subjects, predicates, and sentences	(viii) subordinating conjunctions to form complex sentences	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor						
(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate			

by Gretchen Bernabei and Judi Reimer

				Grade Level TEK	5			
4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 6								
Composition: lister	ning, speaking, reading,	, writing, and thinking	using multiple texts	writing process. The st	udent uses the writing	g process recursively t	o compose multiple te	exts that are legible
and uses appropria	ate conventions. The st	udent is expected to:						
11(D) edit drafts	11(D) edit drafts	10(D) edit drafts	10(D) edit drafts	10(D) edit drafts	9(D) edit drafts	9(D) edit drafts	9(D) edit drafts to	9(D) edit drafts to
using standard	using standard	using standard	using standard	using standard	using standard	using standard	demonstrate a	demonstrate a
English	English	English	English	English	English	English	command of	command of
conventions,	conventions,	conventions,	conventions,	conventions,	conventions,	conventions,	standard English	standard English
including:	including:	including:	including:	including:	including:	including:	conventions using a	conventions using a
							style guide as	style guide as
							appropriate	appropriate
(ii) past tense	(ii) past tense	(ii) consistent,	(ii) consistent,	(ii) consistent,	(ii) consistent,	(ii) consistent,		
of irregular	of irregular	appropriate use	appropriate use	appropriate use	appropriate use of	appropriate use of		
verbs;	verbs;	of verb tenses;	of verb tenses;	of verb tenses	verb tense and	verb tense and		
				and active and	active and passive	active and passive		
				passive	voice;	voice;		
				voice;				
Similes/Metap	hors							
Strand 5								
Author's purpose a	nd craft: listening, spea	aking, reading, writing	and thinking using m	ultiple texts. The stude	ent uses critical inquir	v to analyze the autho	rs' choices and how th	iev
	nunicate meaning with			•	·	•		,
	student is expected to	•	500000 0		pa. poss. a, o. a.	o. 10 de 10.0p 0	o p. o a a o to a a	
10(D) describe how	10(D) describe how	10(D) describe how	10(D) describe how	10(D) describe how	10(D) describe how	10(D) describe how	10(D) describe how	10(D) describe how
the author's use of	the author's use of	the author's use of	the author's use of	the author's use of	the author's use of	the author's use of	the author's use of	the author's use of
imagery, literal and	imagery, literal and	imagery, literal and	imagery, literal and	imagery, literal and	imagery, literal and	imagery, literal and	imagery, literal and	imagery, literal and
figurative language	figurative language	figurative language	figurative language	figurative language	figurative language	figurative language	figurative language	figurative language
	such as simile and	such as simile and	such as simile and	such as simile and	such as simile and	such as simile and	such as simile and	such as simile and
0 0		metaphor, and	metaphor, and	metaphor, and	metaphor, and	metaphor, and	metaphor, and	metaphor, and
such as simile and	metaphor, and			sound devices such	sound devices such	sound devices such	sound devices such	sound devices such
0 0	metaphor, and sound devices such	sound devices such	sound devices such	30 unu devices sucii				
such as simile and metaphor, and		sound devices such as alliteration and	as alliteration and	as alliteration and	as alliteration and	as alliteration and	as alliteration and	as alliteration and
such as simile and metaphor, and sound devices such	sound devices such					as alliteration and assonance achieves	as alliteration and assonance achieves	

Writer's Toolbox with Dead Giveaways, p. 196-97

Writer's Toolbox	x with Dead Givea	ways, p. 196-97						
Vocabulary								
			1	Grade Level TEKS	5			
4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 3 Response skills: liste The student is expe	ening, speaking, readir	ng, writing, and thinkir	ng using multiple texts	. The student respond	s to an increasingly ch	allenging variety of so	urces that are read, h	eard, or viewed.
7(F) respond using newly acquired vocabulary as appropriate	7(F) respond using newly acquired vocabulary as appropriate	6(F) respond using newly acquired vocabulary as appropriate	6(F) respond using newly acquired vocabulary as appropriate	6(F) respond using newly acquired vocabulary as appropriate	5(F) respond using acquired content and academic vocabulary as appropriate	5(F) respond using acquired content and academic vocabulary as appropriate	5(F) respond using acquired content and academic vocabulary as appropriate	5(F) respond using acquired content and academic vocabulary as appropriate
		6(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	6(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	6(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	5(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	5(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	5(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice	5(H) respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice
Thoughtshots								
•	s: listening, speaking, student is expected to:		hinking using multiple	texts. The student us	es metacognitive skills	to both develop and	deepen comprehensic	on of increasingly
6(F) make inferences and use evidence to support understanding	6(F) make inferences and use evidence to support understanding	5(F) make inferences and use evidence to support understanding	5(F) make inferences and use evidence to support understanding	5(F) make inferences and use evidence to support understanding	4(F) make inferences and use evidence to support understanding	4(F) make inferences and use evidence to support understanding	4(F) make inferences and use evidence to support understanding	4(F) make inferences and use evidence to support understanding
Strand 3 Response skills: liste student is expected	ning, speaking, readin to:	g, writing, and thinkin	g using multiple texts.	The student responds	to an increasingly ch	allenging variety of so	urces that are read, he	eard, or viewed. The
7(A) describe personal connections to a variety of sources, including self- selected texts	7(A) describe personal connections to a variety of sources, including self- selected texts	7(A) describe personal connections to a variety of sources, including self- selected texts	7(A) describe personal connections to a variety of sources, including self- selected texts	7(A) describe personal connections to a variety of sources, including self-selected texts	7(A) describe personal connections to a variety of sources, including self- selected texts	7(A) describe personal connections to a variety of sources, including self- selected texts	7(A) describe personal connections to a variety of sources, including self-selected texts	7(A) describe personal connections to a variety of sources, including self- selected texts

Writer's Toolbox	x with Dead Givea	ways, p. 196-97							
Dialogue Grade Level TEKS									
•	ing, speaking, reading, te conventions. The st	٥,	using multiple texts	writing process. The st	udent uses the writing	g process recursively t	o compose multiple te	exts that are legible	
11(D) edit drafts using standard English conventions, including:	11(D) edit drafts using standard English conventions, including:	10(D) edit drafts using standard English conventions, including:	10(D) edit drafts using standard English conventions, including:	10(D) edit drafts using standard English conventions, including:	9(D) edit drafts using standard English conventions, including:	9(D) edit drafts using standard English conventions, including:	9(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	9(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate			

Writer's Toolbox with Dead Giveaways, p. 196-97										
Personification										
Grade Level TEKS										
4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV		
		iii a variety or texts. I	ne student analyzes al	nd applies author's cra	ift purposefully in ord	er to develop his or he	r own products and			
performances. The s	student is expected to:	•	ne student analyzes al	nd applies author's cra	iff purposefully in ord	er to develop his or he	r own products and			

Book Report Ess	ays, p. 198-99										
Step 1. Read a j	Step 1. Read a juicy book.										
			(Grade Level TEKS	5						
4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV			
Strand 2											
, 0	aining foundational la e student is expected t	nguage skills: listening o:	, speaking, reading, w	riting, and thinking – s	self-sustained reading.	The student reads gr	ade-appropriate texts	:			
5(A) self-select text and read independently for a sustained period of time Step 2. Think al	5(A) self-select text and read independently for a sustained period of time	4(A) self-select text and read independently for a sustained period of time r's life/situations.	4(A) self-select text and read independently for a sustained period of time	4(A) self-select text and read independently for a sustained period of time	3(A) self-select text and read independently for a sustained period of time	3(A) self-select text and read independently for a sustained period of time	3(A) self-select text and read independently for a sustained period of time	3(A) self-select text and read independently for a sustained period of time			
	O, 1, O,	ing, writing, and thinki cal, and diverse literar		•	he student recognizes	and analyzes literary	elements within and a	cross increasingly			
8(B) explain the interactions of the characters and the changes they undergo	8(B) analyze the interactions of the characters and the changes they undergo	7(B) analyze how the characters' internal and external responses develop the plot	7(B) analyze how the characters' qualities influence events and resolution of the conflict	7(B) analyze how the characters' motivation and behaviors influence events and resolution of the conflict	6(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils	6(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events	6(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme	6(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme			

by Gretchen Bernabei and Judi Reimer

Step 3.	Choose one	intriguing	thing to	focus on.
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Strand 3

Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

7(G) discuss	7(G) discuss	6(G) discuss and	6(G) discuss and	6(G) discuss and	5(G) discuss and	5(G) discuss and	5(G) discuss and	5(G) discuss and
specific ideas in the	specific ideas in the	write about explicit						
text that are	text that are	and implicit	and implicit meaning	and implicit				
important to the	important to the	meaning of text	of text	meaning of text				
meaning	meaning							

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

11(B) develop drafts into a focused, structured, and coherent piece of writing by:		10(B) develop drafts into a focused, structured, and coherent piece of writing by:			9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:			
(ii) developing an engaging idea with relevant details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought withspecific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts, details and examples	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary

Step 4. Choose a structure that will help your thoughts come out.

Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

10(B) explain how	10(B) analyze how	9(B) analyze how	9(B) analyze how the	9(B) analyze how the	8(B) analyze the use	8(B) analyze the use	8(B) evaluate the use of	8(B) evaluate the
the use of text	the use of text	the use of text	use of text structure	use of text structure	of text structure to	of text structure to	text structure to	use of text
structure	structure	structure	contributes to the	contributes to the	achieve the author's	achieve the author's	achieve the author's	structure to achieve
contributes to the	contributes to the	contributes to the	author's purpose	author's purpose	purpose	purpose	purpose	the author's
author's purpose	author's purpose	author's purpose						purpose

Step 5. Write a kernel essay (and share it).										
Strand 6 Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:										
12(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft	12(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and characteristics and characteristics and literary texts such as personal narratives. In the poetry using genre characteristics and charac									
Step 6. Add de	Step 6. Add details from the book to make the essay clear to someone else.									
•	Strand 6 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:									
` '	11(B) develop drafts into a focused, structured, and coherent piece of writing by: 10(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:							ng in timed and		
(ii) developing an engaging idea with relevant details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought withspecific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts, details and examples	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought withspecific details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary		