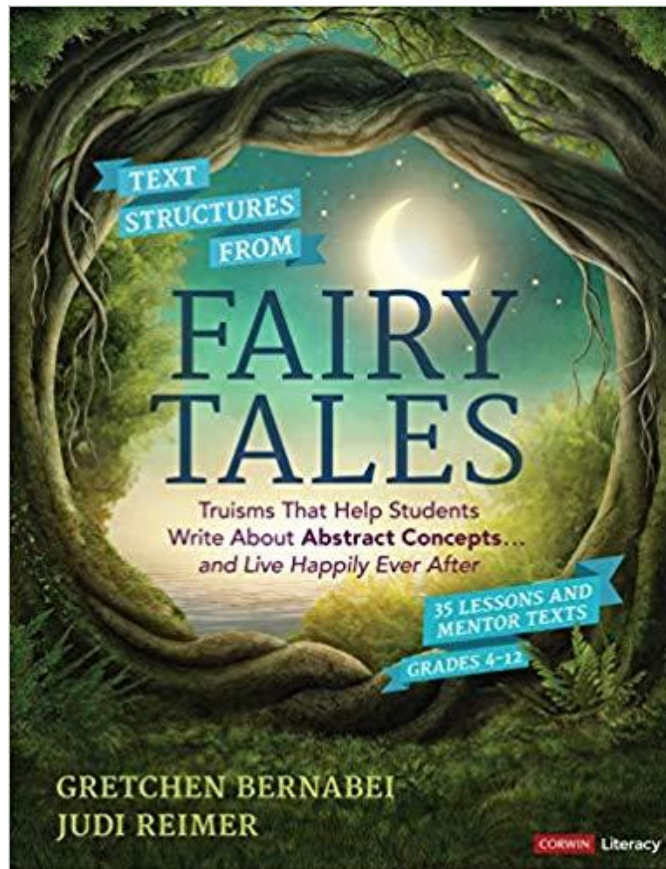


Text Structures from Fairy Tales

By Gretchen Bernabei and Judi Reimer



TEKS Alignment by Gina Graham

Dear Teachers,

Text Structures from Fairy Tales 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 Text Structures From Fairy Tales 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

Text Structures From Fairy Tales

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PART I. STRUCTURES FOR WRITING ABOUT LIFE THEMES									
Grade Level TEKS									
Themes	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 texts--literary 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:								
	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 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
Lessons 1-5	Read the Story, Look at the planning page (identify the topic), & Read the Prompt								
	Strand 2 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:								
	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
	Write your truism								
	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	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	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

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Lessons 1-5	Choose a structure & change it if you need to								
	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 the use of text structure contributes to the author's purpose	10(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's 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 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 craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and 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

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Lessons 1-5	Add craft								
	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 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 craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft

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PART II. STRUCTURES FOR EXPLAINING A CONCEPT									
Grade Level TEKS									
Explain	4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV
	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(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
Lessons 6-10	Read the Story, Look at the planning page (identify the topic), & Read the Prompt								
	Strand 2 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:								
	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
	Write your truism								
	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	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	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

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Lessons 6-10	Choose a structure & change it if you need to								
	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 the use of text structure contributes to the author's purpose	10(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's 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 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 craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and 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

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Lessons 6-10	Add craft								
	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 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 craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft

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PART III. STRUCTURES FOR CHARACTER ANALYSIS									
Grade Level TEKS									
Characters	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 texts--literary 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:								
					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
Lessons 11-15	Read the Story, Look at the planning page (identify the topic), & Read the Prompt								
	Strand 2 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:								
	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
	Write your truism								
	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	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	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

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Lessons 11-15	Choose a structure & change it if you need to								
	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 the use of text structure contributes to the author's purpose	10(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's 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 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 craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and 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

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Lessons 11-15	Add craft								
	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 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 craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft

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PART IV. STRUCTURES FOR ANALYZING A THEME IN LITERATURE									
Grade Level TEKS									
Analyze Themes	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 texts--literary 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:								
	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 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
Lessons 16-20	Read the Story, Look at the planning page (identify the topic), & Read the Prompt								
	Strand 2 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:								
	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
	Write your truism								
	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	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	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

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Lessons 16-20	Choose a structure & change it if you need to								
	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 the use of text structure contributes to the author's purpose	10(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's 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 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 craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and 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

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Lessons 16-20	Add craft								
	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 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 craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft

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PART V. STRUCTURES FOR COMMENTARY ABOUT PLOT									
Grade Level TEKS									
	4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV
Plot	Strand 4 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:								
	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 plot development	6(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development	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
Lessons 21-25	Read the Story, Look at the planning page (identify the topic), & Read the Prompt								
	Strand 2 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:								
	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
	Write your truism								
	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	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	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

Text Structures From Fairy Tales

by Gretchen Bernabei and Judi Reimer

Lessons 21-25	Choose a structure & change it if you need to								
	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 the use of text structure contributes to the author's purpose	10(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's 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 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 craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and 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

Text Structures From Fairy Tales

by Gretchen Bernabei and Judi Reimer

Lessons 21-25	Add craft								
	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 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 craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft

Text Structures From Fairy Tales

by Gretchen Bernabei and Judi Reimer

PART VI. STRUCTURES FOR MAKING AN ARGUMENT									
Grade Level TEKS									
Argument	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 texts--genres. 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:
	(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
Lessons 26-30	Read the Story, Look at the planning page (identify the topic), & Read the Prompt								
	Strand 2 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:								
	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
	Write your truism								
	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	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	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

Text Structures From Fairy Tales

by Gretchen Bernabei and Judi Reimer

Lessons 26-30	Choose a structure & change it if you need to								
	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 the use of text structure contributes to the author's purpose	10(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's 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 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 craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and 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

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Lessons 26-30	Add craft								
	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 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 craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft

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

Grade Level TEKS									
Argument	4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV
	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(C) compose argumentative texts, including opinion essays, using genre characteristics and craft	12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft	11(C) compose multi- paragraph argumentative texts using genre characteristics and craft	11(C) compose multi- paragraph argumentative texts using genre characteristics and craft	11(C) compose multi- paragraph argumentative texts using genre characteristics and craft	10(C) compose argumentative texts using genre characteristics and craft	10(C) compose argumentative texts using genre characteristics and craft	10(C) compose argumentative texts using genre characteristics and craft	10(C) compose argumentative texts using genre characteristics and craft

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PART VII. STRUCTURES FOR CONTENT-AREA WRITING									
Grade Level TEKS									
Content Writing	4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV
	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(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
Lessons 31-35	Read the Story, Look at the planning page (identify the topic), & Read the Prompt								
	Strand 2 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:								
	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
	Write your truism								
	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	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	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

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Lessons 31-35	Choose a structure & change it if you need to								
	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 the use of text structure contributes to the author's purpose	10(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's 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 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 craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and 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

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Lessons 31-35	Add craft								
	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 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 craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft	10(A) compose literary texts such as fiction and poetry using genre characteristics and craft

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Appendices

Complete Text Structures Collection, p. 163-169								
Grade Level TEKS								
4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV
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 the use of text structure contributes to the author's purpose	10(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's purpose

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Conversation Strategies, p. 173-177								
Grade Level TEKS								
4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV
Strand 1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:								
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 strategies
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 specific 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 gestures and conventions of language to communicate effectively

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Truisms, p. 185-6								
Grade Level TEKS								
4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV
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:								
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

Adding Details, p. 187-8								
Grade 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 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

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Challenges, p. 189								
Grade Level TEKS								
4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 2 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:								
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	4(D) create mental images to deepen understanding	4(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	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
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
6(H) synthesize information to create new understanding with adult assistance	6(H) synthesize information to create new understanding with adult assistance	5(H) synthesize information to create new understanding with adult assistance	5(H) synthesize information to create new understanding with adult assistance	5(H) synthesize information to create new understanding with adult assistance	4(H) synthesize information from two texts to create new understanding	4(H) synthesize information from two texts to create new understanding	4(H) synthesize information from two texts to create new understanding	4(H) synthesize information from two texts to create new understanding
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(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
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:								

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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		

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Sparkling Sentences, p. 190-1								
Grade 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 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
(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments		
(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 element	(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		

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11 Minute Essay, p. 192								
Grade Level TEKS								
4	5	6	7	8	Eng I	Eng II	Eng III	Eng IV
Strand 2 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:								
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
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	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	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
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 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(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
11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and	11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and	10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety	10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety	10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety	9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence	9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence	9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency,	9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency,

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rearranging ideas for coherence and clarity	rearranging ideas for coherence and clarity				effectiveness, including use of parallel constructions and placement of phrases and dependent clauses	effectiveness, including use of parallel constructions and placement of phrases and dependent clauses	both within and between sentences	both within and between sentences
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Ba – da – bing!, p. 194-5								
Grade Level TEKS								
4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 2 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:								
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	4(D) create mental images to deepen understanding	4(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	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
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: 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(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

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Writer's Toolbox with Dead Giveaways, p. 196-97								
Images & Sensory Details								
Grade Level TEKS								
4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 2 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:								
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	4(D) create mental images to deepen understanding	4(D) create mental images to deepen understanding	4(D) create mental images to deepen understanding
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(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	9(D) analyze how the author's use of language achieves specific purposes	9(D) analyze how the author's use of language informs and shapes the perception of readers	9(D) evaluate how the author's use of language informs and shapes the perception of readers	9(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

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

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Writer's Toolbox with Dead Giveaways, p. 196-97								
Actions								
Grade 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 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
(ii) past tense of irregular verbs;	(ii) past tense of irregular verbs;	(ii) consistent, appropriate use of verb tenses;	(ii) consistent, appropriate use of verb tenses;	(ii) consistent, appropriate use of verb tenses and active and passive voice;	(ii) consistent, appropriate use of verb tense and active and passive voice;	(ii) consistent, appropriate use of verb tense and active and passive voice;		
Similes/Metaphors								
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(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes

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Writer's Toolbox with Dead Giveaways, p. 196-97								
Vocabulary								
Grade Level TEKS								
4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
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(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								
Strand 2 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:								
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: 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(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

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

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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
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(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	9(D) analyze how the author's use of language achieves specific purposes	9(D) analyze how the author's use of language informs and shapes the perception of readers	9(D) evaluate how the author's use of language informs and shapes the perception of readers	9(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

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Book Report Essays, p. 198-99								
Step 1. Read a juicy book.								
Grade Level TEKS								
4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking – self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:								
5(A) self-select text and read independently for a sustained period of time	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	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
Step 2. Think about the character's life/situations.								
Strand 4 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:								
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

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Step 3. Choose one intriguing thing to focus on.								
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 specific ideas in the text that are important to the meaning	7(G) discuss specific ideas in the text that are important to the meaning	6(G) discuss and write about explicit and implicit meaning of text	6(G) discuss and write about explicit and implicit meaning of text	6(G) discuss and write about explicit and implicit meaning of text	5(G) discuss and write about explicit and implicit meaning of text	5(G) discuss and write about explicit and implicit meaning of text	5(G) discuss and write about explicit and implicit meaning of text	5(G) discuss and write about explicit and implicit meaning of text
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
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 the use of text structure contributes to the author's purpose	10(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) analyze the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's purpose	8(B) evaluate the use of text structure to achieve the author's purpose

Text Structures From Fairy Tales

by Gretchen Bernabei and Judi Reimer

Step 5. Write a kernel essay (and share it).

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