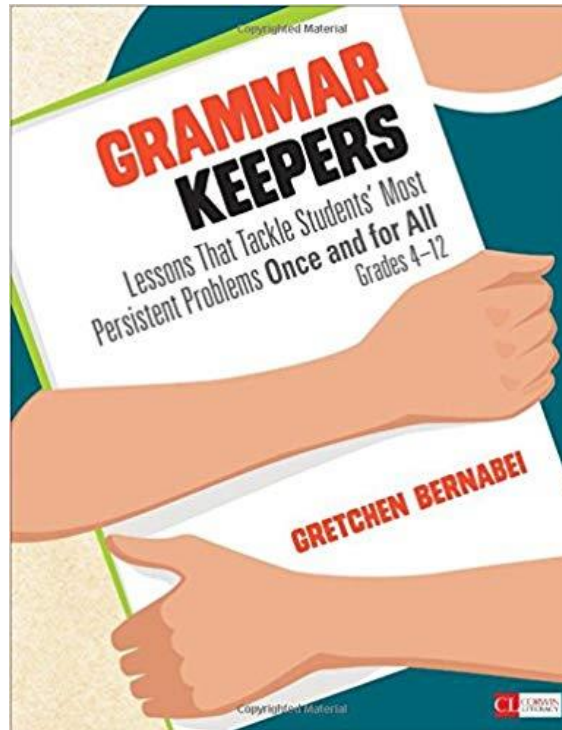


Grammar Keepers

Lessons That Tackle Students' Most Persistent Problems Once and for All, Grades 4-12

By Gretchen Bernabei



TEKS Alignment

By Gina Graham

Dear Teachers,

I remember learning mechanics, not grammar as a student. This was a list of dos and don'ts related to how the English language works. Usually taught and monitored with worksheets and drills, it just didn't seem connected to reading and writing.

I remember teaching "rules" to my students. How smart I thought I was, memorizing/knowing the rules. Then reality hit when I taught my students all of the exceptions to the rules. I knew there had to be a better way, but I didn't know what it was.

Then, Gretchen Bernabei wrote Grammar Keepers. Fireworks went off my head – and in my teaching. Instead of teaching in isolation, students can study how the English language works while reading and writing. Grammar isn't taught in a workbook; it is the work real writers do every time they write.

Are there still dos and don'ts? You bet. Let's teach kids to think about their choices, and give them a structure that works all of the time.

Student writing and correct use of grammar can be a gatekeeper. Let's teach all kids how to throw open the gates. No student should be limited by his or her ability to memorize rules and all of the exceptions to those rules.

Where to start? Practice the conversation.

- Read the sentence, please.
- Can you prove it?
- You're right!

The TEKS Alignment is based on the revised (amended June 2019) Texas ELAR TEKS. Although the Grammar Keepers lessons are identified for grades 4-12, the TEKS Alignment spans grades 1-12. You may find additional TEKS to include with the lessons based upon your teaching and your students' writing. Write every day. Talk about writing every day. Keep track of student learning every day.

And, have fun!

Gina Graham

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Part I. Common Errors: They're / There / Their

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lessons 1-3	Strand 1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:											
			2 B (ii) spelling homophones	2 B (ii) spelling homophones								
			3 D identify, use and explain the meaning of antonyms, synonyms, idioms, homophones and homographs in a text	3 D identify, use and explain the meaning of homophones such as reign/rain								
	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:											
	5.10 E listen to and experience first- and third-person texts	5.10 E listen to and experience first- and third-person texts	5.10 E identify the use of literary devices, including first- and third-person point of view	5.10 E identify and understand the use of literary devices, including first- and third-person point of view	5.10 E identify and understand the use of literary devices, including first- and third-person point of view							
	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 (vii) pronouns, including subjective, objective, and	11 D(vii) pronouns, including subjective, objective, and	11 D(vii) pronouns, including subjective, objective, and										

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	possessive cases	possessive cases	possessive cases									
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue								
					10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too					

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Part I. Common Errors: Too / Two / To

Grade Level TEKS

Part I. Common Errors: Too / Two / To												
Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lessons 4-6	Strand 1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:											
			2 B (ii) spelling homophones	2 B (ii) spelling homophones								
			3 D identify, use and explain the meaning of antonyms, synonyms, idioms, homophones and homographs in a text	3 D identify, use and explain the meaning of homophones such as reign/rain								
	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:											
						10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too				

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Part I. Common Errors: It’s / Its / You’re / Your

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Lessons 7-10	Strand 1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
			2 B (ii) spelling homophones	2 B (ii) spelling homophones									
			3 D identify, use and explain the meaning of antonyms, synonyms, idioms, homophones and homographs in a text	3 D identify, use and explain the meaning of homophones such as reign/rain									
	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 (vii) pronouns, including subjective, objective, and possessive cases	11 D(vii) pronouns, including subjective, objective, and possessive cases	11 D(vii) pronouns, including subjective, objective, and possessive cases										
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and									

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			compound sentences and items in a series	quotation marks in dialogue								
						10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too				

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Part I. Common Errors: **Who / Whom / Who's / Whose**

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lessons 11-14	Strand 1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:											
			2 B (ii) spelling homophones	2 B (ii) spelling homophones								
			3 D identify, use and explain the meaning of antonyms, synonyms, idioms, homophones and homographs in a text	3 D identify, use and explain the meaning of homophones such as reign/rain								
	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:											
						10 D(v) pronouns, including relative						
	11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in									

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			and items in a series	dialogue								
						10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too				

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Part I. Common Errors: **We're / Were / Where**

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Lessons 15-17	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 (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tenses;	11 D (ii) past tense of irregular verbs	11 D (ii) past tense of irregular verbs	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice	9 D(ii) consistent, appropriate use of verb tense and active and passive voice			
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series										
						10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too					

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Part I. Common Errors: **Our / Are**

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Lessons 18-19	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 (vii) pronouns, including subjective, objective, and possessive cases	11 D(vii) pronouns, including subjective, objective, and possessive cases	11 D(vii) pronouns, including subjective, objective, and possessive cases										
						10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too					

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Part I. Common Errors: Our / Are												
Grade Level TEKS												
Lessons 18-19												
1	2	3	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 (vii) pronouns, including subjective, objective, and possessive cases	11 D(vii) pronouns, including subjective, objective, and possessive cases	11 D(vii) pronouns, including subjective, objective, and possessive cases										
					10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too					

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Part I. Common Errors: Then / Than

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lessons 20-21	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 (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion	11 B (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion	10 B (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion	10 B (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion	10 B (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion				
	11 D (v) adverbs that convey time	11 D (v) adverbs that convey time and adverbs that convey place	11 D (v) adverbs that convey time and adverbs that convey manner	11 D (v) adverbs that convey frequency and adverbs that convey degree	11 D (v) conjunctive adverbs	10 D (iii) conjunctive adverbs	10 D (iii) conjunctive adverbs					
		11 D (vi) prepositions	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	10 D (vi) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement				
						10 D (ix) correct spelling, including commonly confused	10 D (ix) correct spelling, including commonly confused	10 D (vii) correct spelling, including commonly confused				

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						terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too	terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too	terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too				
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Part I. Common Errors: A lot

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 22	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 (v) adverbs that convey frequency and adverbs that convey degree								

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Part I. Common Errors: **Already** (adverb) / **All ready** (adjective)

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Lessons 23-24	Strand 1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
			2 B (ii) spelling homophones	2 B (ii) spelling homophones									
			3 D identify, use and explain the meaning of antonyms, synonyms, idioms, homophones and homographs in a text	3 D identify, use and explain the meaning of homophones such as reign/rain									
	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 (v) adverbs that convey time	11 D (v) adverbs that convey time and adverbs that convey place	11 D (v) adverbs that convey time and adverbs that convey manner	11 D (v) adverbs that convey frequency and adverbs that convey degree	11 D (v) conjunctive adverbs	10 D (iii) conjunctive adverbs	10 D (iii) conjunctive adverbs						
	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms								
						10 D (ix) correct spelling, including	10 D (ix) correct spelling, including	10 D (vii) correct spelling, including					

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						commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too				
--	--	--	--	--	--	--	--	--	--	--	--	--

The adjective phrase *all ready* (two words) means completely prepared.

The adverb *already* (one word) means previously or by this time.

Grammar Keepers: Lessons That Tackle Students’ Most Persistent Problems Once and for All Grades 4-12

Part I. Common Errors: **All right**

Grade Level TEKS

Part I. Common Errors: All right												
Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 25	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 (v) adverbs that convey time and adverbs that convey manner	11 D (v) adverbs that convey frequency and adverbs that convey degree								
	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms							

Adverb: meeting minimum standards; satisfactory / without a doubt; certainly; definitely

Adjective: unharmed or undamaged, or free of the risk of harm or damage; safe / meeting minimum standards; satisfactory

Grammar Keepers: Lessons That Tackle Students' Most Persistent Problems Once and for All Grades 4-12

Part I. Common Errors: Less / Fewer

Grade Level TEKS

Part I. Common Errors: Less / Fewer												
Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lessons 26-27	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 (iv) adjectives, including articles	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms							
						10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too				

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Part I. Common Errors: Lie / Lay												
Grade Level TEKS												
Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lessons 28-29	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 (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tenses;	11 D (ii) past tense of irregular verbs	11 D (ii) past tense of irregular verbs	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice	9 D(ii) consistent, appropriate use of verb tense and active and passive voice		
					10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too					

Grammar Keepers: Lessons That Tackle Students’ Most Persistent Problems Once and for All Grades 4-12

Part I. Common Errors: **Should’ve**

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Lesson 30	Strand 1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
	2 B (iv) using knowledge of base words to decode common compound words and contractions	2 B (iv) decoding compound words, contractions, and common abbreviations	2 B (iii) decoding compound words, contractions, and abbreviations										
	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 (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue									

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Part I. Common Errors: Used to

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 31	Strand 1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:											
			3 D identify, use and explain the meaning of antonyms, synonyms, idioms , homophones and homographs in a text									

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Part I. Common Errors: Me / I

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lessons 32	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 E listen to and experience first- and third-person texts	10 E listen to and experience first- and third-person texts	10 E identify the use of literary devices, including first- and third-person point of view	10 E identify and understand the use of literary devices, including first- and third-person point of view	10 E identify and understand the use of literary devices, including first- and third-person point of view							
	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 (vii) pronouns, including subjective, objective, and possessive cases	11 D(vii) pronouns, including subjective, objective, and possessive cases	11 D(vii) pronouns, including subjective, objective, and possessive cases									

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Part I. Common Errors: Subject/Verb Agreement

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lessons 33	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 (i) complete sentences with subject-verb agreement	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments		

Grammar Keepers: Lessons That Tackle Students’ Most Persistent Problems Once and for All Grades 4-12

Part I. Common Errors: **Accept / Except**

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Lessons 34-35	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 (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tenses;	11 D (ii) past tense of irregular verbs	11 D (ii) past tense of irregular verbs	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice	9 D(ii) consistent, appropriate use of verb tense and active and passive voice			
		11 D (vi) prepositions	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	10 D (vi) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement					
						10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too					

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Part I. Common Errors: Loose / Lose												
Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lessons 36-37	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 (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tense									
	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms							
						10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their /they're, and to/two/too	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/ they're, and to/two/too	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/ they're, and to/two/too				

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Part I. Common Errors: Affect / Effect													
Grade Level TEKS													
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Lessons 38-39	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 (vi) prepositions	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	10 D (vi) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement					
						10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too					

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Part II. Punctuation: Apostrophes: Contractions, Possessions, Plurals, No Apostrophes Plurals & Verbs													
Grade Level TEKS													
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Lessons 40-44	Strand 1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
	2 B (iv) using knowledge of base words to decode common compound words and contractions	2 B (iv) decoding compound words, contractions, and common abbreviations	2 B (iii) decoding compound words, contractions, and abbreviations										
	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 (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tens										
	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) collective nouns								
	11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue										

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Part II. Punctuation: Commas: Series, Letter, Appositives, Phrases/Clauses, Direct Address, Date, City and State												
Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lessons 45 - 52	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 (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	11 D (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	10 D (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	10 D (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	10 D (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	9 D (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	9 D (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

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Part II. Punctuation: Quotations, Hyphenated Adjectives, Colons												
Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lessons 53-56	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 (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	11 D (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	10 D (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	10 D (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	10 D (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	9 D (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	9 D (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

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Part II. Punctuation: Punctuating Dialogue – Chicken Dance												
Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 57	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 (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	11 D (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences							

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Part III. Capitalization: Proper Nouns, Proper Adjectives, Letter Closings, First Words in Sentences, First Words in Quotations												
Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lessons 58 - 62	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 (viii) capitalization for the beginning of sentences and the pronoun "I"	11 D (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter	11 D (ix) capitalization of official titles of people, holidays, and geographical names and places	11 D (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities	11 D (ix) capitalization of abbreviations, initials, acronyms, and organizations	10 D (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations	10 D (vii) correct capitalization	10 D (v) correct capitalization	9 D (iv) correct capitalization	9 D (iv) correct capitalization		

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Part IV. Spelling: Silent E

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Lesson 63	Strand 1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
	2 C (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	2 C (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	2 B (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	2 B (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	2 B (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables								

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Part IV. Spelling: Words Ending in y												
Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 64	Strand 1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:											
			2 B (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	2 B (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	2 B (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants							

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Part IV. Spelling: Words Ending in Consonants												
Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 65	Strand 1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:											
			2 B (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	2 B (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	2 B (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants							

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Part IV. Spelling: **I Before E**

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 66	Strand 1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:											
		2 C (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	2 B (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	2 B (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	2 B (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables							

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Part IV. Spelling: Ce / Ci / Ge / Gi

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 67	Strand 1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:											
			2 A (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	2 A (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals	2 A (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							
					2 B (ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

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Part V. Fragments: Two Word Sentences												
Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 68	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 (i) complete sentences with subject-verb agreement	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments		

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Part V. Fragments: **Sentence Wringer – Psst! Statement**

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 69	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 (i) complete sentences with subject-verb agreement	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments		

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Part V. Fragments: **Sentence Wringer – Is There a Verb?**

Grade Level TEKS

Part V. Fragments: Sentence Wringer – Is There a Verb?												
Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 70	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 (i) complete sentences with subject-verb agreement	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments		

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Part V. Fragments: **Joining Sentences Legally**

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Lesson 71	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 (i) complete sentences with subject-verb agreement	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments			
		11 D (viii) coordinating conjunctions to form compound subjects and predicates	11 D (viii) coordinating conjunctions to form compound subjects, predicates, and sentences	11 D (viii) coordinating conjunctions to form compound subjects, predicates, and sentences									
							10 D (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	10 D (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	9 D (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	9 D (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate			

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Part V. Fragments: Joining Sentences Illegally

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 72	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 (i) complete sentences with subject-verb agreement	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments		
			11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue								

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Part V. Fragments: Sentence Wringer Practice

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Lesson 73	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 (i) complete sentences with subject-verb agreement	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments			
		11 D (viii) coordinating conjunctions to form compound subjects and predicates	11 D (viii) coordinating conjunctions to form compound subjects, predicates, and sentences	11 D (viii) coordinating conjunctions to form compound subjects, predicates, and sentences									
							10 D (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	10 D (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	9 D (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	9 D (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate			

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Part V. Fragments: Paragraph Overhaul

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Lesson 74	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:												
						10 A (i) organizing with purposeful structure, including an introduction, transitions, coherence with and across paragraphs, and a conclusion	10 A (i) organizing with purposeful structure, including an introduction, transitions, coherence with and across paragraphs, and a conclusion	10 A (i) organizing with purposeful structure, including an introduction, transitions, coherence with and across paragraphs, and a conclusion					
	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (ii) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (ii) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments			
						10 D (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	10 D (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	9 D (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	9 D (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate				

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Part V. Fragments: AAWWWUBification												
Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 75	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:											
					10 D (viii) subordinating conjunctions to form complex sentences	10 D (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor	10 D (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor					

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Part VI. Pitchforking: Actions

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Lesson 76	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 (i) complete sentences with subject-verb agreement	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	.9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments			
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	11 D (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	10 D (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	10 D (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	10 D (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	9 D (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	9 D (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate			

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Part VI. Pitchforking: Nouns

Grade Level TEKS

Part VI. Pitchforking: Nouns												
Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 77	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 (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) collective nouns							
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates										

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Part VI. Pitchforking: Using Ba-Da-Bing

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 78	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 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates										

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Part VI. Pitchforking: Using Exclamations

Grade Level TEKS

Part VI. Pitchforking: Using Exclamations													
Grade Level TEKS													
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Lesson 79	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 (i) complete sentences with subject-verb agreement	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments			
	10 D (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences												

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Part VI. Pitchforking: Using Descriptions

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 80	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 (i) complete sentences with subject-verb agreement	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments		
	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	11 A (ii) developing an idea with specific and relevant details
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates										

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Part VI. Pitchforking: Using Sounds

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Lesson 81	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 (i) complete sentences with subject-verb agreement	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments			
	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	11 A (ii) developing an idea with specific and relevant details	
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates											

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Part VI. Pitchforking: Using Smells/Tastes

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 82	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 (i) complete sentences with subject-verb agreement	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments		
	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	11 A (ii) developing an idea with specific and relevant details
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates										

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Part VI. Pitchforking: Using Contrasts

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Lesson 83	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 D (iii) organizational patterns such as compare and contrast									
	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 (i) complete sentences with subject-verb agreement	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments				
11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	11 A (ii) developing an idea with specific and relevant details		
	11 D (x) end punctuation, apostrophes	11 D (x) punctuation marks,	11 D (x) punctuation marks,	11 D (x) italics and underlining	10 D (viii) punctuation marks,	10 D (viii) punctuation, including	10 D (vi) punctuation, including	9 D (v) punctuation, including	9 D (v) punctuation, including				

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		in contractions, and commas with items in a series and in dates	including apostrophes in contractions and possessives and commas in compound sentences and items in a series	including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	including commas in complex sentences, transitions, and introductory elements	commas to set off words, phrases, and clauses and semicolons	commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		
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Part VI. Pitchforking: Using Participial Phrases

Grade Level TEKS

Part VI. Pitchforking: Using Participial Phrases												
Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 84	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 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary
	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments		
	11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	11 D (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	10 D (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	10 D (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	10 D (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	9 D (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	9 D (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate			

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Part VI. Pitchforking: Using Absolutes

Grade Level TEKS

Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 85	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 (i) complete sentences with subject-verb agreement	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments		
	11 D (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tens									
	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) collective nouns							

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Part VII. Parts of Speech: Nouns, Verbs, Adjectives, Adverbs, Pronouns, Prepositions, Conjunctions

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 86 - 92	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 (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past tense of irregular verbs	11 D (ii) past tense of irregular verbs	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice		
	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) collective nouns							
	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms							
	11 D (v) adverbs that convey time	11 D (v) adverbs that convey time and adverbs that convey place	11 D (v) adverbs that convey time and adverbs that convey manner	11 D (v) adverbs that convey frequency and adverbs that convey degree	11 D (v) conjunctive adverbs	10 D (iii) conjunctive adverbs	10 D (iii) conjunctive adverbs					
	11 D (vi) prepositions	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iii) prepositions and prepositional phrases and their influence on subject-verb agreement				
	11 D (vii) pronouns, including subjective,	11 D (vii) pronouns, including subjective,	11 D (vii) pronouns, including subjective,	11 D (vii) pronouns, including reflexive	11 D (vii) pronouns, including indefinite	10 D (v) pronouns, including relative	10 D (v) pronoun-antecedent agreement	10 D (iv) pronoun-antecedent agreement	9 D (iii) pronoun-antecedent agreement	9 D (iii) pronoun-antecedent agreement		

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	objective, and possessive cases	objective, and possessive cases	objective, and possessive cases									
		11 D (viii) coordinating conjunctions to form compound subjects and predicates	11 D (viii) coordinating conjunctions to form compound subjects, predicates, and sentences	11 D (viii) coordinating conjunctions to form compound subjects, predicates, and sentences	11 D (viii) subordinating conjunctions to form complex sentences	10 D (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor	110 D (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor					

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Part VII. Parts of Speech: **Interjections** *(not specified in the TEKS)* & **Sentence Patterns**

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 93 - 94	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 C revise drafts by adding, deleting, or rearranging words, phrases, or sentences	11 C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	11 C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	11 C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	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 effectiveness, including use of parallel constructions and placement of phrases and dependent clauses	9 C revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses	9 C revise drafts to improve clarity, development, organization, style, diction and sentence fluency both within and between sentences	9 C revise drafts to improve clarity, development, organization, style, diction and sentence fluency both within and between sentences
	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	10 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	11 D (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments		
	11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation	11 D (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and	10 D (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	10 D (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	10 D (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	9 D (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	9 D (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and			

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			sentences and items in a series	marks in dialogue	commas in compound and complex sentences					clauses as appropriate		
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Part VIII. Beyond Verbs: Direct Objects, Indirect Objects, Gerunds *(not specified in the TEKS)*

Grade Level TEKS

		1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Lesson 95-97	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 (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past tense of irregular verbs	11 D (ii) past tense of irregular verbs	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice			
		11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) collective nouns								
		11 D (vi) prepositions	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iii) prepositions and prepositional phrases and their influence on subject-verb agreement					
	11 D (vii) pronouns, including subjective, objective, and possessive cases	11 D (vii) pronouns, including subjective, objective, and possessive cases	11 D (vii) pronouns, including subjective, objective, and possessive cases	11 D (vii) pronouns, including reflexive	11 D (vii) pronouns, including indefinite	10 D (v) pronouns, including relative	10 D (v) pronoun-antecedent agreement	10 D (iv) pronoun-antecedent agreement	9 D (iii) pronoun-antecedent agreement	9 D (iii) pronoun-antecedent agreement				

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Part VIII. Beyond Verbs: Participial Phrases

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 98	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 C revise drafts by adding, deleting, or rearranging words, phrases , or sentences	11 C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	11 C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	11 C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	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 effectiveness, including use of parallel constructions and placement of phrases and dependent clauses	9 C revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses	9 C revise drafts to improve clarity, development, organization, style, diction and sentence fluency both within and between sentences	9 C revise drafts to improve clarity, development, organization, style, diction and sentence fluency both within and between sentences
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	11 D (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	10 D (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	10 D (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	10 D (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	9 D (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	9 D (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

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Part VIII. Beyond Verbs: **Infinitives** *(not specified in the TEKS)*

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 99	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 (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past tense of irregular verbs	11 D (ii) past tense of irregular verbs	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice		

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Part VIII. Beyond Verbs: Predicate Nominatives *(not specified in the TEKS)*

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 100	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 (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past tense of irregular verbs	11 D ((ii) past tense of irregular verbs	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice		
	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) collective nouns							

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Part VIII. Beyond Verbs: **Predicate Adjectives** *(not specified in the TEKS)*

Grade Level TEKS

	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lesson 101	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 (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past tense of irregular verbs	11 D (ii) past tense of irregular verbs	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice		
	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms							